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ILLUSTRATED MANUAL OF
OBJECT LESSONS.

Chats with the Children.

AN ILLUSTRATED MANUAL OF OBJECT LESSONS.

CONTAINING HINTS FOR LESSONS IN THINKING
AND SPEAKING.

ADAPTED FOR
*INFANT SCHOOLS, KINDERGARTENS, AND
NURSERIES.*

EDITED FROM THE WORK OF F. WIEDERMANN
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WITH TWENTY BLACKBOARD DRAWINGS.

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P R E F A C E.

THE following Lessons are intended to be used in Infant Schools, Kindergartens, and Nurseries. The aim of them is to show how young children may be taught (1) to talk and understand English, and (2) to observe and describe what they see before them. One of the most frequent lessons for children between the ages of four and seven years should be learning to speak English. Instruction in Speaking ought to precede instruction in Reading. When young children remain constantly with their mothers, they naturally learn how to speak at home; but when they spend most of the day at an Infant School or a Kindergarten, they require to be taught to speak in those places.

There is little doubt that hitherto, so far as

English Schools are concerned, lessons in "the three R's" have taken up all the time, to the exclusion of lessons in talking English, and the result is not satisfactory, because Inspectors and Examiners in Elementary Schools are continually complaining that children of even twelve and thirteen years quite fail to understand the meaning of the simplest expressions in their reading-books. Perhaps it may be said that, considering the general absence of proper instruction in their mother-tongue, it would be wonderful if children *did* display greater intelligence in Reading. To teach Reading before Speaking is like teaching a child to run before it can walk.

In Germany, the youngest classes are always exercised in Thinking and Speaking; and by judicious gradation these Lessons lead up to intelligent Reading and Composition. The method is exceedingly simple; and although perhaps the examples of it which form the contents of this volume may appear dull, yet it is certain that teachers who practise it can easily awaken and sustain the interest of a large class.

The method may be thus described: The child is asked a very simple question, such as is almost certainly in its power to answer; in reply, the teacher is not satisfied with a single word or an incomplete sentence, but expects the child to make a complete sentence.

If, for instance, the teacher shows the child a stool, and asks, "What is this?" the answer required is not, "A stool," but—"That is a stool." At first sight this method may appear to be a waste of time; but a little experience in questioning children will soon show that where they are always permitted to answer in one word, or in incomplete sentences, they depend too much on their teacher, and half of the information which the child is meant to absorb remains in the head of the teacher. The learner may follow the teacher for the moment, but he cannot afterwards tell what he has learned; and knowledge without the power of expression loses half of its value, at least educationally.

Of course a child will be able to *see* at once that a round thing and a square thing are not

of the same shape ; but such observation is of no great use, unless it is completed by the child being able to *say*, " This is round, and that is square." Without this power of expressing itself, the child cannot *tell* you the difference between a round thing and a square thing, although it *sees* clearly enough that there *is* a difference. The plan of expecting complete answers is one leading feature in the system.

A second feature is that children are taught to enunciate and articulate their words with the greatest care, bad grammar and provincialisms being carefully corrected.

Lastly, a certain amount of correct information is conveyed to the children.

It is not necessary to go very thoroughly into any subject. Children should be taught to use common words correctly, and the best way to do this is to present very familiar objects to them, and then to point out the *thing* and the *name* for it together. Show them a ball and a brick, and say, " The ball is round because it has no corners, and the brick is not round because it has corners." In this kind of

instruction the old antagonism of "words and things" vanishes. At the same time Euclid's definitions may well be deferred for the present. In the same way a teacher may give infants a lesson on the Frog or Crayfish, without studying Mivart or Huxley, although, of course, the fuller the knowledge which the teacher possesses, the sounder the instruction. Very elementary information is best for children of five years old, provided that it is so far correct that the learner will not have to unlearn it again afterwards.

Few people without experience in teaching realize how many children of seven years old fail to understand the meaning of words like "up" and "down," "under" and "over," "before" and "behind." Indeed, it is much easier to many teachers to get infants to understand what a parallelogram is than to get them to know clearly the difference between "to" and "fro," or "far" and "near." Of course the reason is obvious; it is easier for a child to repeat the name of an object which it sees and handles, however long its name, than to

grasp the meaning of a word expressing a relation, however simple, which can only be comprehended by Thinking. Yet a child cannot speak or understand English until it has mastered the meaning of such simple words.

How far these Lessons afford practice in thinking will be easily seen after reading a few sections. They do this in three ways: they lead the child (1) to "cudgel its brains," and recall to mind things which have come within the range of its observation and experience, (2) to draw very simple inferences, and (3) to classify.

A word must be added as to the use of the Lessons. They are not intended to be used like a catechism; indeed, the whole purpose of them would be frustrated if the teacher were to learn the questions by heart, and then get the children to repeat the answer at the proper cue. The questions are intended to show the line which the teacher should follow in treating the subject, and the answers are intended to show the kind of replies which the children may be expected to make; but neither questions

PREFACE.

nor answers are in the least degree worth learning by heart. The editors believe that these Lessons are well adapted to show the way in which children may be taught to observe, think, and speak for themselves.

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I. FURNITURE.

I. A CHAIR.

I. NAME AND KIND.

T. What sort of thing is this standing here ?
C. It is a chair.

T. And what is this that I am touching now ?
C. Now you are touching a table.

T. And what am I touching now ?
C. You are touching a form, or bench.

T. In what room are all these things standing ?
C. They are all standing in the schoolroom.

T. Perhaps in your sitting-room at home you have some more things besides these. Tell me the names of some of them. (*Children name sofas, bookshelves, cupboards, foot-stools, etc.*)

T. Can any little child tell me what long word we use when we want to speak of all the things in the room ?
C. We speak of them as furniture.

T. Then what is the one name we give to all the things in the room ?

C. The name we give to them all is furniture.

T. What things specially belong to the furniture of a schoolroom ?

C. Chairs, tables, forms, desks, and cupboards are all part of the furniture of a schoolroom.

T. Now then can you tell me what this chair is ?

C. That chair is a piece of furniture.

T. Say that sentence all together. You alone, Willy ; now you, Jenny.

II. POSITION.

T. What is this chair standing upon ?

C. It is standing on the floor.

T. Look, where have I placed it now ?

C. You have placed it on the table.

T. Then where is the chair now ?

C. The chair is on the table now.

T. And now where is it ?

C. Now it is near the fireplace.

T. Where have I put the chair now ?

C. You have put the chair in the corner now.

T. But what does the chair now touch ?

C. It now touches the wall.

T. Then where is the chair standing now ?

C. The chair is standing close to the wall.

T. And now where is the chair ?

C. Now it is by the fireplace.

T. Where have I put it now ?

C. You have put it before the door.

T. Between what two things does the chair stand now ?

C. The chair now stands between the fireplace and the table.

T. (*Laying the chair on its side.*) Now can you say the chair is *standing* on the floor?

C. No, it is *lying* on the floor.

T. What have I done with the chair?

C. You have upset it.

T. Where has the chair fallen then?

C. It has fallen upon the floor.

T. Where have I laid it down now?

C. You have laid it upon the table.

T. (*Holding the chair up.*) What am I doing with the chair now?

C. You are holding it up in the air.

T. Now is the chair standing on anything? or lying anywhere? It is hanging somewhere: where then?

C. It is hanging in the air.

III. THE PARTS OF A CHAIR.

T. Now let us see what parts this chair has. What do we call these four things here?

C. They are called legs.

T. Then a chair has what?

C. A chair has legs.

T. How many legs has a chair? Count and tell me.

C. (*Teacher pointing to each leg in succession.*) 1, 2, 3, 4.

A chair has four legs.

T. How many legs have you?

C. We have two legs each.

T. How many legs has a dog—a cat—a horse?

C. They have four legs.

T. How many legs has a bird?

C. A bird has two legs.

T. How many legs has a fly, such as you see there on the window?

C. A fly has six legs.

T. Now look at the chair again. What is this part called? (*Points to the seat.*)

C. That part is called the seat of the chair.

T. Why is this part of the chair called the seat?

C. Because it is the part on which we seat ourselves.

T. Then the chair has a—?

C. The chair has a seat.

T. Now let us look at another part of the chair. See (*pointing to the back of the chair*), what is this part called?

C. That is called the back of the chair.

T. Why is it called the back?

C. Because it is the part against which we lean our backs.

T. So the chair has a back, as you have. What are the three parts which make up a chair? Who can tell me?

C. The three parts which make up a chair are the legs, seat, and back.

T. Now tell me all together the parts of the chair. Turn and point to each as you name it.

C. The chair has legs. The chair has a back. The chair has a seat.

IV. MATERIAL.

T. What are the legs made of?

C. The legs are made of wood.

T. What is the seat made of?

C. The seat is made of wood.

T. Of what is the back made?

C. The back is made of wood.

T. So then the whole chair is made of what?

C. The whole chair is made of wood.

T. Can you tell me any other pieces of furniture which are made of wood?

C. Tables, benches, cupboards, desks, sofas, footstools, bookshelves, etc., are all made of wood.

T. Has any one of you ever seen a chair which was not made of wood?

C. Yes, I have seen some chairs made of iron.

T. Where did you see them?

C. In a garden, on the grass, and in the parks in London.

V. COLOUR.

T. What colour is this chair?

C. It is yellow.

T. What has been done to it to make it look yellow?

C. It has been painted and varnished.

T. Are all chairs painted yellow?

C. No, they are not all painted yellow.

T. Then all chairs are not of this colour, and are not all what?

C. Not all yellow.

T. What colours are other chairs painted?

C. Brown, red, white, green, blue.

T. Tell me what colours are your chairs at home, Mary? and yours, Jack? yours, Harry?

VI. MAKER OR MANUFACTURER.

T. How I should like to know who made this chair! I wonder if you think a butcher made it, or a baker.

C. No, a carpenter made the chair.

T. Out of what did the carpenter make the chair?

C. The carpenter made the chair out of wood.

T. Can you tell me any other things in this room which the carpenter made?

C. Yes, he made the table, forms, door, window frames, etc.

T. What are all those things you have named called ?
C. They are called furniture.
T. What sort of furniture does the carpenter make ?
C. The carpenter makes all kinds of furniture for houses and rooms.

VII. THE DIFFERENT KINDS OF CHAIR.

T. Look carefully at the seat of my chair. Now I am going to place my hand under its seat. Can you see my hand ?

C. Yes, I can see your hand.
T. What can you see it through ?
C. I can see your hand through the seat of the chair.
T. How is it that you can see through the seat of the chair ?
C. Because there are little holes in the seat.
T. What do these little holes look something like ?
C. The little holes look like network, or like a sieve, or like some wire fences.
T. You see that there are also narrow strips in this chair. What are they made of ?
C. They are made of little pieces of cane.
T. So what is the seat made of ?
C. The seat is made of little pieces of cane.
T. What has been done to the pieces of cane so as to make these holes in the seat of the chair ?
C. They have been twisted or plaited together.
T. So the seat is made of what ?
C. It is made of twisted pieces of cane.
T. What is a chair with a cane seat called ?
C. A cane chair.
T. What chair is this ?
C. A cane chair.
T. Have you seen any such chair before ? Where ?

C. In the kitchen. In the sitting-room.

T. I sometimes sit upon a chair which has a very soft seat. How do I sit upon that chair with its soft seat?

C. You sit comfortably on that soft seat.

T. What is there on the seat of the chair to make it soft?

C. There is a cushion on the seat.

T. Then what has the chair upon its seat?

C. The chair has a cushion on its seat.

T. Can you tell me the name of the chairs with cushions on their seats?

C. They are called cushioned chairs, easy-chairs, arm-chairs.

T. What is this kind of chair then called?

C. It is called an easy-chair sometimes, sometimes an arm-chair, sometimes a cushioned chair.

T. I saw a little while ago a very small chair. No grown-up person could sit in that chair; only little children like you could sit in it. What should we call a chair only made for a child to sit in?

C. We should call it a child's chair.

T. Then there is a third kind of chair called a—?

G. Called a child's chair.

T. Who has seen a chair out of doors going on wheels? What could be done with that chair on wheels?

C. It could be drawn or pushed along on its wheels.

T. What is that chair on wheels called?

C. It is called a wheel-chair.

T. Do you think a healthy man, who can walk about quite well, ought to go in such a chair on wheels?

C. No, it is not for a healthy man.

T. For what sort of people is a wheel-chair made?

C. A wheel-chair is made for sick people.

T. Sick people are sometimes called invalids, and their

chairs are called sick people's chairs, or what is the word I told you means sick people ?

C. Invalids. Invalids' chairs. "

T. Then here is another sort of chair, called what ?

C. An invalid chair.

T. You have already told me of what my chair is made.

Who can tell me again ?

C. It is made of wood.

T. What sort of chair is that which is made of wood ?

C. It is a wooden chair.

T. You have already told me that many chairs are made of something else than wood. What is it ?

C. Some chairs are made of iron.

T. So then there is a kind of chair made of what ?

C. There is a kind of chair made of iron.

T. Now, think a little, children, and tell me what are the different kinds of chairs of which we have been talking. Who can name them to me ?

VIII. USES.

T. What is the proper use of chairs ?

C. The proper use of chairs is to sit upon.

T. Say that all together

C. The proper use of chairs is to sit upon.

T. Who sits on a chair ?

C. Father does, and mother, and sister, brother, and we all do.

T. When does your father sit on a chair, Alice ?

C. When he eats his meals, and when he reads and writes, and when he is tired.

T. When does your mother sit on a chair, Jack ?

C. When she has her meals, and when she nurses baby, or does needlework.

T. When does your big brother sit on a chair, Ellen ?

C. When he learns his lessons and does his sums.

T. When do you all sit upon chairs ? *

C. We sit on chairs to eat breakfast, dinner, tea, and to play at some games, and when mother reads pretty stories to us.

T. Do you know what animals are very fond of getting upon chairs ?

C. Cats and dogs are very fond of getting upon chairs.

T. What do people generally do when they see a cat or a dog on a chair ?

C. They generally say, " Go away," and drive the cat or the dog off the chair.

T. So what animals are they which we do not allow to sit on our chairs ?

C. We do not allow cats and dogs to sit on our chairs.

T. Where may the poor cats and dogs sit ?

C. They may sit on the floor.

T. Now I want you to tell me how one ought to sit on a chair. Like this ? (*sitting cross-legged.*)

C. No.

T. How am I sitting now ?

C. Now you are sitting cross-legged.

T. Then how ought you not to sit on a chair ?

C. We ought not to sit cross-legged.

T. How ought you to sit upon a chair ?

C. We ought to sit straight upon a chair, with our feet together.

T. Is this a pretty way of sitting ? (*placing herself crooked.*)

C. No.

T. How am I sitting now ?

C. You are now sitting crooked.

T. So you ought not to sit on a chair like this—how do we call it ?

C. We ought not to sit crooked on a chair.

T. Tell me again how you ought to sit.

* **C.** We ought to sit straight.

T. How does it look when any one sits in a chair like this? (*lolling back.*)

C. It looks very bad to sit like that.

T. What did I lean my back **against**?

C. Against the back of the chair.

T. And does it look nice to lean back like that?

C. No, it does not look nice.

T. I have seen a boy sitting in a chair and swinging his feet to and fro (*doing it.*) Does that look pretty?

C. No, not at all.

T. What was I doing with my feet?

C. You were swinging your feet to and fro.

T. What must you not do with your feet when you sit on a chair?

C. We must not swing our feet when we sit on a chair.

T. How must you keep your feet?

C. We must keep them still.

T. Who can tell me the four ways not to sit upon a chair?

C. We must not sit cross-legged, nor crooked, nor lolling back, nor swinging our feet.

IX. WHAT CAN BE DONE WITH THE CHAIR.

T. Now let us see what we can do with the chair. What am I doing with it now?

C. You are moving it backwards and forwards.

T. So we can do what with the chair?

C. We can move the chair backwards and forwards.

T. Say that all together. Now, Alfred, you alone. What can we do with a chair?

C. We can move a chair backwards and forwards.

T. Now, what have I done with the chair ?
C. You have overturned it.
T. What can we do with a chair, again, then ?
C. We can overturn it.
T. What am I doing with the chair now ?
C. You have put it near the fireplace.
T. Where can we put the chair, then ?
C. Near the fireplace.
T. Tell me some other things near which the chair can be put.
C. Near the window, or the door, or the table.
T. Now look (*raising it*). Where is the chair ?
C. You have raised the chair up.
T. So this is another thing we can do with the chair. What is it ?
C. We can raise it up.
T. Now what have I done with the chair ? (*throwing it down*.)
C. You have thrown it down.
T. What else can you do with a chair, then ?
C. We can throw it down.
T. Now repeat to me all that we can do with the chair.
C. We can move it backwards and forwards, lay it down, move it about the room, raise it up, and throw it over.
T. If the chair were very dusty, what should we do to it ?
C. We should dust it.
T. What can we do to a chair, then ?
C. We can dust a chair.
T. What can we do to a chair if it is dirty ?
C. We can clean it.
T. What do we clean away from the chair ?
C. We clean away the dirt.
T. What colour is my chair ?

C. Your chair is yellow.

T. If the colour faded, how would the chair look ?

C. It would look bad.

T. What must be done to the chair to make it look pretty again ?

C. It must be painted and varnished again

T. So what can be done to the chair ?

C. It can be painted.

T. If this chair were quite old, and if the legs and the back were quite weak, so that it was not safe to sit upon the chair any more, what could we do to it ?

C. We could have it burnt.

T. Before it could be burnt, is there not something else to be done, so that it may be put into the fireplace easily ?

C. It must be cut to pieces.

T. So what can be done with old chairs ?

C. They can be cut to pieces.

T. And when it is cut to pieces, what next ?

C. Then it may be burnt.

T. Now we will repeat all we can do with a chair.

[*Recapitulate.*

X. WHAT NOT TO DO WITH THE CHAIRS

T. What are chairs for ?

C. To sit on.

T. Are chairs to stand on usually ?

C. No, chairs are not usually to stand on.

T. Many little children rock their chairs when they sit on them. What can easily happen to the chair ?

C. It can easily be upset.

T. So what must children not do with their chairs ?

C. They must not rock their chairs.

T. Chairs usually look pretty and smooth and shining ; is it right to scratch them with a needle, or pin, or knife ?

C. No, it is not right.

T. What will the smooth shining chairs become?

C. They become scratched.

T. If I want to move this chair to the window, ought I to drag it over the floor so? (*dragging it on.*)

C. No, you ought not to drag it over the floor.

T. What sort of noise does that dragging make?

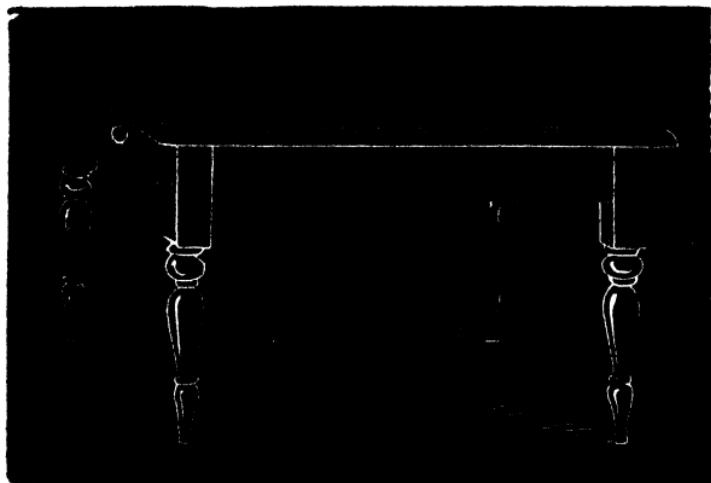
C. An ugly noise.

T. So as it sounds ugly, what may I not do with the chair?

C. You may not drag it along.

T. Tell me all the things that ought not to be done to a chair.

C. We ought not to stand on a chair, nor to rock it backwards and forwards, nor to scratch it, nor to drag it along the ground.



2. *THE TABLE.*

I. NAME AND KIND.

T. What is the name of the thing by which I am sitting ?

C. That thing is called a table.

T. Do you remember what sort of thing the chair was ?

C. The chair was a piece of furniture.

T. And the table is also. What is a table ?

C. The table is a piece of furniture.

T. Tell me the names of some other pieces of furniture.

C. There are sofas, chairs, stools, forms, cupboards, etc.

II. POSITION.

T. In which room does this table stand ?

C. This table stands in our schoolroom.

T. Where then can a table stand ?

C. A table can stand in a schoolroom.

T. Tell me another room in which a table may stand.

C. A table may stand in a bedroom.

T. And where else ?

C. A table may stand in a hall, a kitchen, a sitting-room, in a garden, in an arbour, in a tent.

T. This table stands in our schoolroom. But it is a large room. In what part of it does the table stand?

C. This table stands in the middle of the room.

T. Say that all together. Now, James, you say it alone.

T. The table may stand in the middle of the room, but it may stand elsewhere too. Where have I pushed it now? (*pushing it close to the wall.*)

C. You have pushed it near the wall

T. Then where does the table stand now?

C. The table stands near the wall.

T. So where may a table be also?

C. A table may be near the wall.

T. Now, see, I have put the table in another place. Where is it now?

C. It is by the window.

T. Where does the table stand now?

C. Now it stands by the window.

T. Where else may the table stand then?

C. It may stand by the window.

T. Now we have named three places in the room where the table may stand. Who can name these three places?

C. The three places are—the middle of the room, by the wall, and by the window.

T. Sometimes you may have seen a table placed before another piece of furniture.

C. Sometimes a table is placed before a sofa or a chair.

T. In winter, when it is very cold, we like to move the table to a warm place. Where?

C. We like to move the table near the fire in winter, when the weather is cold.

T. So here is another place for the table to stand; where?

C. By the fire.

T. Now once again name all the places in the room where the table may stand.

C. The table may stand in the middle of the room, by the wall, by the window, in front of a chair, or the sofa, and near the fire.

III. SHAPE.

T. Now let us look at the shape of the table. Let us count how many corners this table has.

C. This table has 1, 2, 3, 4 corners.

T. Do you know what name is given to a shape which has four corners.

C. It is called four-cornered, or square.

T. What then is the shape of this table, since we see it has four corners?

C. As it has four corners it is called a four-cornered table, or a square.

T. In this table all the four sides are the same length. (*Show by a measure that it is so.*) But there are some tables which have two long sides and two short ones. What are those tables with the two long sides called?

C. They are called oblong tables.

T. So tables may be what shape besides square?

C. They may also be oblong.

T. What shape are tables with no corners at all?

C. Tables with no corners are round.

T. So tables may be also what other shape?

C. Tables may also be of a round shape.

T. Once I saw a table which, though it was round, was not quite round. It was longer than it was wide, and was shaped like an egg. What is that shape called?

C. That shape is called oval.

T. Then many tables are of a what shape?

T. Many tables are of an oval shape.

C. Now I should like to hear once more the different shapes of tables of which we have spoken. You can begin thus: "Some tables are square, some round," and so on.

T. Some tables are square, some are oblong, some are round, and some are oval.

IV. PARTS.

T. Now let us look at the parts of the table. What do we call this part of the table on which we lay down all we want?

C. We call that part the top of the table.

T. Yes, now we know the name of one part of the table. What is that part called?

C. It is called the top of the table.

T. What has the table down there to make it stand?

C. The table has legs to make it stand.

T. How many legs has this table?

C. This table has four legs.

T. So a table may have—?

C. A table may have four legs.

T. Have all tables four legs?

C. No; some have only three legs, some only one leg.

T. Look carefully at this table. The top of the table does not rest upon the legs. Between the legs and the top there is something. What do you see there between?

C. We see a board.

T. True. And this board goes right round, does it not?

C. Yes, it does.

T. To what is this board fastened?

C. That board is fastened to the legs.

T. And what is on the top of the board?

C. The top of the table

T. Now I will tell you what this board is called on which the top of the table rests. It is called a frame. What is it called?

C. It is called a frame.

T. Say it again—You, Harry, say it alone. What has the table here? (*pointing to the frame.*)

C. The table has a frame.

T. How many parts now have we spoken of as belonging to the table?

C. We have spoken of three parts as belonging to the table.

T. Who can tell me these three parts?

C. They are the top, the legs, the frame.

T. So what three parts has a table?

C. A table has three parts—a top, legs, and frame.

T. Many tables have under the top part something which can be drawn out and pushed in again. Now what do I mean?

C. You mean a table drawer.

T. So many tables have what, then?

C. Many tables have drawers.

T. Which of you has a table with a drawer at home?

C. I have.

T. Have all tables drawers?

C. No, not all.

T. Then what have not all tables?

C. All tables have not drawers.

T. Which of you has a table at home without a drawer?

C. I have.

V. COLOUR.

T. What colour is this table?

C. It is brown.

T. Are all tables the same colour as this one?

C. No, not all.

T. What colours are some tables ?

C. Some tables are yellow, some white, some red, some green, some blue, etc.

T. How did this table become of a brown colour ?

C. That table was painted brown.

T. Who painted it then ?

C. The painter.

T. What colour must the painter use to paint a table ? brown, or red, or green, or white ?

C. The painter must use a brown colour to paint the table brown, or a red one, or a green, or a white one, to paint the table red, green, or white.

(The varnishing and polishing of tables need not be mentioned.)

T. I have seen tables which were not painted, but still they had some colour. What should you call the colour of such unpainted tables ?

C. I think it is white.

T. No, for they did not look quite white. They looked just the same as the wood of which they were made. What do you call the colour of wood ?

C. The natural colour of the wood.

T. What then was the colour of the unpainted tables of which I spoke ?

C. They were the colour of the wood of which they were made.

T. Here in this room you can see several things made of wood left unpainted. Which of you can point some out to me ?

C. The boards, the forms.

T. Look at the things on which you do your sums. What are they ?

C. They are our slates.

T. A part of them is of wood uncoloured. Which part ?

C. The frame is made of wood uncoloured.

T. Here is another thing which is made of uncoloured wood. What is it?

C. It is a pencil case.

T. What colour is this pencil case?

C. It is the colour of the wood of which it is made.

T. Now you must repeat to me what colours tables may be painted. We see many painted how?

C. We see many tables painted red, green, blue, white, yellow, etc.

VI. MATERIAL, MAKER.

T. Now I am quite sure you do not know what this table is made of.

C. Yes, we do; it is made of wood.

T. Say that once more prettily, all together.

C. The table is made of wood.

T. And who made the table out of wood?

C. The carpenter did.

T. And what did he make it of?

C. He made it of wood.

T. To whom must one go if one wants to have a wooden table made?

C. One must go to a carpenter.

T. Does the carpenter only make tables? or does he make anything else besides?

C. Yes, he makes chairs, sofas, wardrobes, cupboards, etc.

T. I have sometimes seen tables which had wooden legs, but the tops of them were not of wood; the tops were made of stone, and this stone looked white and smooth. Which of you has seen such a table?

C. I have, in a railway-station refreshment room.

T. Very well, Alice. Perhaps you can tell me the name

of this beautiful white stone of which the tops of these tables were made ?

C. Yes, it is marble.

T. What should you call the tops of those tables, since they are made of marble ?

C. We should call them marble tops.

T. What tops have many tables ?

C. Many tables have marble tops.

VII. USES.

T. Now let us see what we want tables for, or of what use tables are. When we are going to have a meal, what do we first lay on the table ?

C. First we lay a cloth.

T. After we have laid the cloth, what do we put on the table next ?

C. Next we put the knives and forks and spoons, and bread.

T. When little children read, what do they put on the table ?

C. They put their books on the table when they read.

T. What do they put on the table when they do their sums ?

C. They put their slates on the table when they do their sums.

T. What do they put on the table when they look at pictures ?

C. They put their picture books on the table then.

T. And when little children write, what do they put on the table ?

C. They put their copy-books and pens on the table when they write.

T. Sometimes big boys draw pictures. What do they put on the table then ?

C. Then they put their paper, pencils, india-rubber, and rulers on the table. •

T. Well, tell me again what things little children put on the table.

C. They put their books, slates, and pictures on the table, and other things too.

T. What does mother put on the table when she sews ?

C. She puts her cottons, scissors, needlebook, and pin-cushion on the table when she sews.

T. Sometimes mother puts something alive upon the table, that can laugh and cry. Whom do I mean ?

C. You mean baby.

T. When father counts his money on the table, what does he put there ?

C. Father puts his money there then.

T. What do father and mother sometimes put on the table for little children at Christmas ?

C. At Christmas they put toys and picture books and sugar-plums for us on the table.

T. So you see we can put a great many things on the table. Repeat those we have mentioned once again.

T. What is set on the table when we are going to dine ?

C. Plates, dishes, glasses, salt-cellars, mustard pot, and so on.

T. What must one set on the table at supper-time, when the sun is gone to bed ?

C. Then we must set the lamp on the table.

T. When we are going to have tea, what do we set on the table ?

C. When we are going to have tea, we set cups, teapot, sugar basin, milk jug, and so forth, on the table.

T. When we are going to have cake for tea, what do we set on the table ?

C. Then we set cake on the table.

T. What does your big brother place on the table when he is going to write ?

C. He places his inkstand and writing things on the table when he is going to write.

T. And what does he lay down on the table to write upon ?

C. He lays down his writing book or his writing paper.

T. When you little children are allowed to place your playthings on the table, what do you place there ?

C. We place our bricks and soldiers and Noah's arks there.

T. What other playthings do little girls place on the table besides these ?

C. They place their dolls and dolls' houses there.

T. When the cook peels potatoes, where does she lay them ?

C. The cook lays the potatoes on the table when she peels them.

T. Upon what sort of table does she lay them ?

C. She lays them on a kitchen table.

T. Now repeat to me the names of those things which can be set, or placed, or laid on the table.

T. What can we all do at the table ? (*Suppose dinner is served.*)

C. We can all eat at the table.

T. Do you stand at the table to dine ?

C. No, we sit.

T. So what can we do at the table ?

C. We can sit at the table.

T. If we do not want to sit at the table, what else can we do ?

C. We can stand at the table, if we do not want to sit at it.

T. What does the dressmaker do at the table ?

C. She sews at the table.

T. What does the cook do at the kitchen table ?

C. She gets the meat ready to cook on it, and beats up eggs, and makes pies and puddings on it.

T. When you do your mat-plaiting, sometimes do you do it under the table ?

C. No, on the table.

T. So what can you do on the table too ?

C. We can plait our mats.

T. What else do you do on the table ?

C. We can lay our sticks out on the table, and thread beads on it.

T. Where does your mother sit when she writes a letter ?

C. Mother sits at the table when she writes a letter.

T. What does mother write at the table ?

C. She writes letters at the table.

T. So what can we do at the table ?

C. We can write letters at the table.

T. Letters are not the only things we can write at the table. What can one write besides ?

C. One can write anything one has to write on the table besides.

T. If a boy has to reckon a sum on his slate, where can he lay his slate ?

C. He can lay his slate on the table.

T. So what else can we do on the table ?

C. We can reckon sums.

T. Where do children put their paper when they draw ?

C. They put their paper on the table when they draw.

T. What else can we do on the table ?

C. We can draw on it.

T. Where do children put their book when they read ?

C. They put it on the table.

T. So what do children do at the table ?

C. They read at the table.

T. Where do children ~~lay~~ the pictures which they are to paint?

C. They lay them on the table.

T. What can we do to our pictures on the table?

C. We can paint them.

T. I once saw a little girl who was very tired, and because she was so tired, she laid her arms on the table, and her head on her arms, and slept. What did she do on the table?

C. She slept on the table.

T. So you see, little children, for how many things we can use a table. Let me hear once more which of you can tell me about them.

T. What can we *put* on the table?

C. Tablecloths, books, etc.

T. What can we *set* on the table?

C. Plates, dishes, lamps.

T. What can we *do at* the table?

C. We can dine, and sew, and sit.

T. What can we *do on* the table?

C. We can write, cast up sums, read, and so on.

(*Questions may be asked also about the table drawer and its uses.*)

VIII. WHAT CAN BE DONE WITH A TABLE.

T. Now my table stands here; but if I want it near the fire, what can I do with it?

C. You can carry it there.

T. Then what can one do with a table?

C. One can carry it about.

T. But if the table were too heavy for me to carry, how could I move it then?

C. Then you could push it or draw it along.

T. What can we do with a heavy table ?
C. We can push it or draw it along.
T. What am I doing with my table now ? (*moving it backwards and forwards.*)
C. You are moving your table backwards and forwards.
T. What have I done with my table now ?
C. You have upset it.
T. Is it good to upset a table ?
C. No, it is not good.
T. What might we break, if we upset the table ?
C. We might break the table.
T. And what else might we break, if they fell off ?
C. We might break any things that were on the table.
T. Now that I have overturned the table, what part is underneath ?
C. The top is underneath.
T. And what part of the table is uppermost ?
C. The legs are uppermost.
T. Now you have told me what can be done with a table. Do you all remember, so as to tell me again ?
C. A table can be carried, pushed, drawn, and upset.
T. What should I do if I saw the table dusty ?
C. You would wipe the dust off.
T. What can we do to a table ?
C. We can dust it.
T. If a table was very dirty, what must we do to it ?
C. We must wash it.
T. So what else can we do to a table ?
C. We can wash it.
T. What is done to the table when we are going to eat ?
C. It is covered with a cloth.
T. Who lays the cloth ?
C. Mother, or sister, or the servants lay the cloth.
T. What else then can be done to a table ?

C. A cloth can be laid on it.

T. If the colour of the table was faded, what should I have done to it?

C. You would have it painted.

T. What then can be done to a table?

C. It can be painted.

T. What can we do to a table that we do not care for any more, and wish to be rid of?

C. It can be sold, if we want to get rid of it.

T. What do we get for the table, if we sell it?

C. We get money for it.

T. What can we do to a table which is very old and rickety?

C. We can burn it.

T. Why can we burn it?

C. Because the table is made of wood.

T. Where do we often put old tables?

C. We often put them in the fire.

T. What must we do with the table before putting it in the fire?

C. We must have it cut up.

T. What can we do with a table then, again?

C. We can cut it up.

T. Now repeat all we can do with a table.

IX. WHAT NOT TO DO WITH A TABLE.

T. Once I saw a boy who sat upon the table. What do you think of that boy?

C. We think that was a naughty boy.

T. What are tables not to be used for?

C. They are not to be used to sit upon.

T. What have we to sit on?

C. We have chairs, benches, sofas, and stools to sit on.

T. Upon what should a child never sit?

C. A child should never sit upon the table.

T. Do you know what grown-up people say when they see a child sitting on the table ?

C. They say it is improper.

T. What must you then never do because it is improper ?

C. We must never sit upon the table.

T. Once I saw a child leaning with his elbows on the table so (*showing the position*). How does that look ?

C. That looks bad.

T. What would grown-up people say of a child who sat like that at the table ?

C. They would say it was improper to sit so.

T. How then must we not sit at table ?

C. We must not sit with our elbows on the table.

T. How would it look if everybody sat like this at the table ? (*sitting forwards, with arms stretched out over the table.*)

C. It would look bad.

T. Then what must we not spread on the table when we sit at it ?

C. We must not spread our arms out over it.

T. Then now we have learnt three improper ways of sitting. What are they ?

C. First, sitting *on* the table. Next, putting one's *elbows* *on* the table; and lastly, *spreading one's arms* over it.

T. How would it look to sit so at the table ? (*sitting awry.*)

C. It would look bad.

T. How did I sit at the table then ?

C. You sat awry.

T. How ought every one to sit at the table ?

C. Every one ought to sit straight at the table.

T. Now tell me all together how we ~~must~~ all sit at table.

C. We must sit straight at the table.

T. The tops of tables are often polished, and shining,

and smooth. If a child were to scratch the top of a table with a knife or a pin, what would the top look no more?

C. It would not look shining and smooth any more.

T. What would the top of the table look like after the child had scratched it?

C. It would look scratched.

T. So what must you not do to the tops of tables?

C. We must not scratch them.

T. Tables generally look clean. If a child were to spill ink upon a table, how would it look?

C. The table would look dirty, if ink were spilt on it.

T. How would the table look, if a child splashed it with its food or drink when eating?

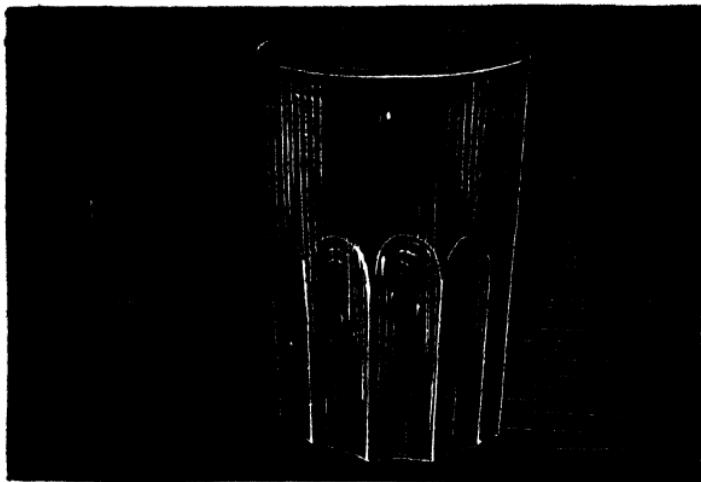
C. It would look dirty.

T. So we must be careful not to make the table what?

C. We must be careful not to make the table dirty.

T. So now we know two more things which must not be done to a table. What are they?

C. We must not scratch it nor make it dirty.



II. VESSELS.

3. A WATER GLASS.

I. NAME AND KIND.

T What is this that I hold in my hand ?

C. You hold a glass in your hand.

T. Now I should like to know what sort of a thing a glass is. What is one of the things we pour into a glass ?

C. Water is one of the things we pour into a glass.

T Does the water run out of the glass again, when I pour it in ?

C No, it does not run out again

T. Where does the water stay, which I pour into the glass ?

C The water stays in the glass, when you pour it in it.

T Tell me another thing into which water can be poured.

C. Water can be poured into a bottle.

T. Yes, and now tell me some more things into which water can be poured.

C. Water can be poured into jugs and cups and pails.

T. In the kitchen there are several things into which water can be poured. What sort of things do I mean?

C. You mean water tubs, buckets, pots, pipkins.

T. What can be poured into all these things?

C. Water can be poured into them.

T. The water does not run out, does it? Where does it stop?

C. The water stops inside the things.

T. What do we call all these things in one word—barrel, bottle, water can, tubs?

C. We call them vessels.

T. What can we pour into every vessel?

C. We can pour water into every vessel.

T. Where does the water stop, which is poured into a vessel?

C. The water stops in the vessel.

T. Then what do we call a thing in which we pour water, and in which water remains?

C. We call it a vessel.

T. What can I pour in a glass?

C. You can pour water in a glass.

T. What kind of thing is a glass?

C. It is a vessel.

T. Say that all together. Fred, you alone. Tell me another word for glass.

C. A glass is also called a tumbler

T. What vessel do we use to wash ourselves in?

C. We use a washing basin.

T. What vessel do we use when we write?

C. We use an ink-bottle.

T. But in an ink-bottle there is no water, but another fluid. What is that fluid ?

C. That fluid is ink.

T. What vessel does your mother use to bathe you in ?

C. She uses a bath.

T. What is a bath ?

C. A bath is a vessel.

T. What vessels do we use for tea-drinking ?

C. We use cups and a teapot.

T. What is a cup, a tea-pot, a cream pot ?

C. They are all vessels.

T. We could mention many other vessels, but these will do. Tell me again what a glass is.

C. A glass is a vessel.

II. POSITION.

T. Where have I put the glass ?

C. You have put the glass on the table.

T. Now where have I put the glass ?

C. You have put it on the window-seat.

T. Now look again ; where have I put the glass ?

C. You have put it near that book.

T. Behind what have I put the glass now ?

C. You have put it behind the book.

T. Under what thing is the glass now ?

C. The glass is under that hat now.

T. See, I have placed the glass between two things, what are they ?

C. You have placed the glass between the hat and the book.

T. Before what object have I now placed the glass ?

C. You have placed it before the book.

T. In front of what object does the glass now stand ?

C. The glass now stands in front of the hat.

A WATER GLASS.

T. Where have I now put the glass down ?
C. You have put the glass down upon the floor.
T. So where does the glass stand now ?
C. It stands upon the floor.
T. Now look, it is on this book. Does it stand there ?
C. No, it is not standing upright. It is lying there.
T. What have I done with the glass now ?
C. You have turned it upside-down.
T. Where can a glass be put ? Where can it stand ?
What do we say it is when not standing on its base ?
C. It is upside-down.

III. PARTS.

T. Now we will look carefully at the glass. Look at it from top to bottom. We will talk about the different parts of the glass. Which part is this ? (*pointing to the bottom of the glass.*)
C. That is the bottom of the glass.
T. Which part is this ? (*pointing to the brim.*)
C. That is the top of the glass.
T. Yes, it is not wrong to call that the top of the glass. But there is another name for it. It is called the brim of the glass. What is it called ?
C. It is called the brim of the glass.
T. Now what is this part called ? (*indicating the middle.*)
C. That is the side of the glass.
T. Yes, the side or the middle. Now you have learnt the parts of a glass. How many are there ?
C. There are three parts in a glass.
T. Who can tell me what they are ?
C. They are the bottom, the top or brim, and the middle.
T. Yes; say it again, while I point to each as you say it ; and this time say, "That is the bottom," "that the middle," and "that the brim of the glass." Say that all

together. Now show me which is the bottom of the ink-bottle. (*Children point.*)

T. Yes, and that is the part on which the ink-bottle stands. Which part is it?

C. The bottom of the ink-bottle is the part on which it stands.

T. And what other things stand on that part?

C. The pail, the water jug, the teapot, the cup and saucer.

T. Now show me the middle of the glass. (*Children point to it.*)

T. Yes; the middle of anything is where?

C. The middle of anything is half-way between the top and the bottom.

T. Now look at my hand. How am I holding the glass?

C. You are holding the glass with your hand outside.

T. And now how am I holding it?

C. You are holding it with your hand inside.

T. Tell me some more things like the glass which I can hold with my hand inside or outside.

C. The teapot, the milk jug, water jug, cup, beer jug, etc.

T. What do you call a thing into which you can put your hand?

C. I call it hollow.

T. Now let us look at the brim. We said a glass had a brim. Could you tell me some things which have brims also? Think of teatings.

C. Cups, teapots, coffee-pots, sugar basins, milk jugs, and jam pots, all have brims.

T. When you have dinner, you see a great many things on the table. Which of them have brims?

C. Plates, dishes, salt-cellars, spoons, wine-glasses, tumblers, all have brims.

T. In the kitchen there are several things too with brims. Name some of them.

C. Jugs, basins, pipkins, sieves, pails, barrels, tubs, have brims.

T. Which of the clothes you wear have brims.

C. Our hats, caps, boots, shoes, waistbands, cuffs, etc.

IV. COLOUR.

T. Look at my glass again. What colour is it ?

C. It is white.

T. What colour has a glass ?

C. A glass has a white colour.

T. Which of you has seen a glass which was not white ?

C. I have, I have.

T. What was the colour of the glass you saw, Annie ?

C. It was a green glass.

T. So there are what coloured glasses ?

C. There are green glasses.

T. And what colour was the glass you saw, Maggie ?

C. It was a blue glass.

T. Then there are glasses of what colour ?

C. There are glasses of a blue colour.

T. Do you think glasses may be any other colours but green and blue ?

C. Oh, yes, they may be pink, yellow, purple, etc.

T. What glasses look as black as coal ?

C. Glasses which hold ink look as black as coal.

T. Repeat what colours glasses may be.

V. OTHER QUALITIES.

T. Look ! what have I put in my glass ?

C. You have put your finger in it.

T. Can you see my finger plainly in the glass ?

C. Yes, quite plainly.

T. What must you be able to see through to see my finger?

C. We must be able to see through the glass.

(*Teacher puts other things inside the glass—thimble, knife, key, etc.*)

T. What must glass be in order that we may see through it?

C. It must be clear.

T. Grown-up people say it must be transparent glass, if it is to be seen through. What must it be?

C. It must be transparent.

T. As you can see through my glass, what is it?

C. It is transparent.

T. Say all together, "In order to see through glass, it must be transparent." Now, Ben, say it alone.

T. Outside the window there are some plants. Can you see them?

C. Yes, we can see them.

T. Through what can you see them?

C. We can see them through the window-pane.

T. What is the window-pane made of?

C. The window-pane is made of glass.

T. What is the glass of the window-pane, since you can see through it?

C. It is transparent.

T. Is all glass transparent?

C. No, not all.

T. Have you seen any glass that is not transparent?

C. Yes, my mother has a glass window at home which is quite thick, and you cannot see through it.

T. Is it transparent then?

C. No, it is not.

T. Do you know that sort of glass is called ground glass? What is it called?

C. It is called ground glass.

(Teacher strikes the glass gently.)

T. Look here again, and listen to me. Did you hear anything?

C. Yes, we did.

T. What am I doing?

C. You are striking the glass.

T. What am I striking the glass with?

C. You are striking it with your scissors.

T. What does the glass do when I strike it?

C. The glass gives out a sound.

T. Does it give out an ugly sound?

C. No, it gives out a pretty sound.

T. Pay attention now. I am filling this glass with water. Now I am going to strike it again. Do you still hear the pretty sounds?

C. No, not now.

T. Why are there no more pretty sounds now when I strike the glass?

C. Because the glass is full of water now.

T. What must there not be in the glass, if it is to sound when struck?

C. There must be no water in it.

T. What must the glass be to let the pretty sounds come when I strike it?

C. It must be empty.

T. When you go home, you may ask your mother if she will let you have a glass on which you may strike with a spoon; but do not strike too hard. Then you will hear how the glass will sound. Do you know what would happen if you struck a little too hard on the glass?

C. The glass would break, if struck too hard.

T. So that shows what can easily happen to glass. What is it?

C. It can easily break.
 T. What is glass, since it ~~can~~ so easily break?
 C. It is brittle.
 T. Do you know another word?
 C. Fragile.

VI. THE KINDS OF GLASS.

T. Now we will see if all kinds of glass are alike, or if there are different kinds. We have spoken of the colours of glasses. What did we say?

C. That there were red, green, white, blue, yellow, and purple glasses.

T. What then is one difference between glasses?

C. The difference in colour.

T. Yes; now let us think of the size of glasses. Look at this one. Are all glasses or tumblers as big as this one?

C. No, not all.

T. Many glasses are—what?

C. Many glasses are bigger than that one.

T. And many others are—what?

C. Many others are smaller.

T. So what may be said of glasses in point of size?

C. That they are large and small.

T. What sized glasses do grown-up people use to drink out of?

C. Grown-up people use large glasses to drink out of.

T. And what sized glasses do little girls and boys often have to drink out of?

C. They have little glasses to drink out of.

T. Which of you has seen a big drinking glass?

C. I have—father has one.

T. What does father drink out of it, Nelly?

C. Father drinks beer out of it.

T. Who has seen a very little glass?

C. I have—it is my doll's glass.

T. And how big is it, Lottie?

C. It is as big as my little finger.

T. What have some glasses to help you to hold them?

C. Some glasses have handles.

T. Has my glass a handle?

C. No, it has not a handle.

T. Then there are some glasses with handles, and some without handles. Say that all together.

T. Have you seen any glasses with handles, Mary?

C. Yes, my grandmother has some.

T. Have you seen any without handles?

C. Yes; all our glasses at home are without handles.

T. So there is another difference in glasses besides colour and size—those with handles, those without. What are the three differences in glasses?

C. There is the difference in colour, the difference in size, and the difference between those with handles, those without.

T. That is right. Now, Jack, tell me the first difference we spoke of between glasses; Helen, the second; Maggie, the third.

T. What am I drinking out of this glass or tumbler?

C. You are drinking water.

T. Could I drink anything else besides water?

C. Yes, you could.

T. What then?

C. Beer, or milk, or lemonade, etc.

T. Tell me something else which people drink out of glasses.

C. People drink wine out of glasses.

T. What do we call the glasses from which we drink wine?

C. We call them wine-glasses

T. Here is another kind of glass, you see. Is a wine-glass as big as this glass ?

C. No, it is not so big as that.

T. You know the middle part of a wine-glass is very thin and narrow. Do you know what that part is called ?

C. It is called the stem.

T. Then there is another kind of glass, out of which people take something to make them well when they are ill. What is that something ?

C. That is medicine.

T. Yes, it is. What are the glasses called from which people take medicine ?

C. They are called medicine glasses.

T. Yes, they are ; and now you have told me of several drinks which we take out of glasses, repeat them to me again all together.

C. Water, beer, milk, lemonade, wine, medicine.

T. Do people ever take tea out of a glass ?

C. Yes, some people do.

VII. WHAT TO DO WITH A GLASS.

T. Now, little ones, attention ! Let us see what we can do with this glass. What am I doing with it now ?

C. You have put it on the table.

T. Where else can I put it ?

C. You can put it on the chimney-piece, or the chair, or the floor.

T. What have I done to it now ?

C. You have put it upside-down.

T. So how can we put a glass ?

C. We can put it upside-down.

T. What am I doing to the glass now ?

C. You are pouring water into it.

T. What can one do to a glass then ?

C. One can pour water into it.

T. If I go on pouring in water, what will the glass be at last?

C. The glass will be full of water at last.

T. So what can I do to a glass?

C. You can make it full of water.

T. Instead of saying "make it full," grown-up people generally say "fill it." You say that word. What can we do to a glass? Say it all together.

C. We can fill a glass.

T. If I have filled the glass full of water, and do not want the water there any more, what do I do?

C. You pour the water away.

T. So what can we do to a full glass of water?

C. We can pour the water away.

T. If I pour the water away, what will the glass be then?

C. Then the glass will be empty.

T. So what can be done to a full glass?

C. It can be made empty.

T. What do grown-up people say instead of to "make a glass empty"?

C. They say, "We empty the glass."

T. What liquids or fluids can be poured into a glass?

C. Milk, or tea, or coffee can be poured into a glass.

T. What other liquids can we pour into a glass?

C. We can also pour into a glass wine, beer, lemonade, vinegar, or ink, etc.

T. If the glass were dirty inside, what could I do to it?

C. You could clean it.

T. How should I begin to clean it?

C. You would rinse it out.

T. How is that done?

C. By pouring some water in it, and shaking it about.

T. What can we do to a glass which is not clean then?

C. We can rinse it out.

T. If I have filled a glass with water, and then feel thirsty, what can I do with the glass?

C. You can drink out of it.

T. Ought I to drink all the water at once?

C. No, you should only drink a part of it.

T. How should one drink out of a full glass then?

C. One should drink only a part of it at once.

T. What do we do when we do not want the glass any more?

C. We put it away.

T. So this is something else to be done to a glass; what is it?

C. We can put it away when it is done with.

T. Where can it be put?

C. It can be put in the kitchen, in the cupboard, on the dresser.

T. Now tell me again all we can do with a tumbler or glass.

VIII. WHAT NOT TO DO WITH A GLASS.

T. What will happen if I let the glass fall on the ground?

C. The glass will break.

T. Do we like to break a glass?

C. No, we do not like to break it.

T. What must we take care not to do to a glass?

C. We must take care not to let it fall on the ground.

T. What would happen if we did?

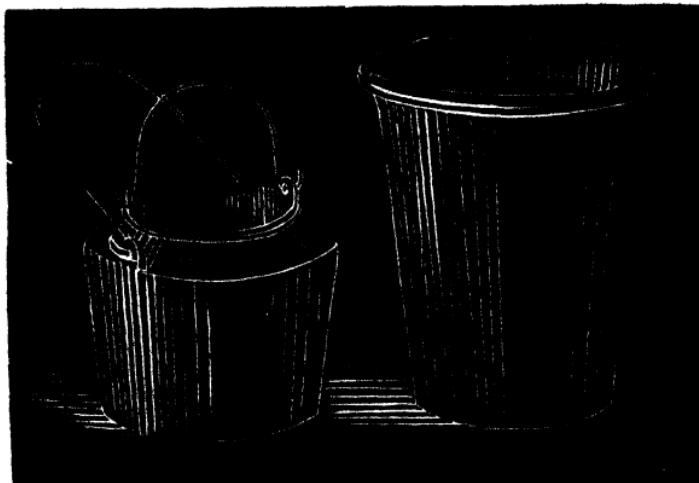
C. The glass would break.

T. What else would make the glass break?

C. It would break if we knocked it, or let something fall on it, or if we pushed it against something.

T. If you put an empty glass on a very hot oven, do you know what would happen?

C. The glass would break in pieces or crack.
T. Where should we not put an empty glass then ?
C. We should not put an empty glass on a hot oven.
T. Do any of you know what would happen if I poured some very hot water into a glass ?
C. It would break in pieces.
T. Can we do anything to prevent the hot water from breaking the glass, if we want some in it ?
C. Yes, we can hold the glass over the steam of the water, then we can fill it with the hot water, and it will not hurt it.
T. So what must we do if we want to fill a glass with hot water ?
C. We must hold it over the steam of the hot water.
T. How ought a tumbler or drinking glass to look ?
C. It ought to look clean and sparkling.
T. How ought it not to look ?
C. It ought not to look dirty.
T. What should the fingers be which are to touch a glass ?
C. They should be clean fingers.
T. And what should they not be ?
C. They should not be dirty fingers.
T. Now repeat for me what should not be done to a glass.



2. A POT.

(Have an iron and also an earthenware pot to show.)

I. NAME AND KIND.

T. What have I placed on the table ?
C. You have placed a pot on the table.
T. What is this thing ?
C. It is a pot.
T. Now, then, I want to know what a pot really is.
What can I pour into a pot ?
C. You can pour water into a pot.
T. What else ?
C. You can pour milk into a pot, or soup or vinegar.
T. What can I pour into a glass ?
C. You can pour water and beer into a glass.
T. What can I pour into a cask ?
C. You can pour water, or beer, or ale, or treacle, or wine into a cask.
T. All the things into which water, or beer, or wine, ect.,

can be poured are called vessels. What do we call those things ?

C. We call them vessels.

T. What kind of thing then is a pot ?

C. A pot is a vessel.

T. What sort of thing is a glass ? a cask ?

C. A glass is a vessel, and so is a cask.

T. Who can tell me the names of some other vessels ?

C. A jug, a cup, a tea or coffee-pot, a milk jug, a tub, a beer barrel.

T. Now then repeat all together, what is a pot ?

C. A pot is a vessel.

II. WHERE IS THE POT.

T. Where does the pot stand now ?

C. The pot stands on the table now.

T. Where does it stand now ? (*Teacher moves the pot to the various places indicated in the answers.*)

C. The pot stands now on the floor; now it stands on the chair; now on that book; now on the windowsill.

T. Where does the pot stand now ?

C. Now it stands under the table; now under the chair; now it stands on the bench; now by the fire.

T. Upon what things does the pot now stand ?

C. It stands on the hat now; now on the book; now on the desk.

T. Behind which objects does the pot now stand ?

C. It now stands behind the table; now behind the hat; now behind the book.

T. Between which objects does the pot now stand ?

C. It now stands between the book and the glass, between the fireplace and the chair, etc.

III. PARTS.

T. Now let us look carefully at the pot, and see what parts it has. Which part of the pot is this? (*pointing to the bottom.*)

C. That part is the bottom of the pot.

T. What would happen if there were no bottom to the pot, if you poured some water in it?

C. The water would run out.

T. What do you call this part of the pot? (*pointing to the middle.*)

C. That we call the middle or side of the pot.

T. What do you call this part of the pot? (*touching the inside of the pot.*)

C. We call that the inside of the pot.

T. What do we pour inside the pot?

C. We pour water, and milk, and those kinds of things into the pot.

T. What kind of things do you take inside you?

C. Food, water, milk, tea, coffee, cocoa.

T. Are these poured into you as they are into the pot?

C. No, they are not poured into us.

T. How do they get inside you then?

C. We drink them up from cups or glasses.

T. What is this part of the pot called? (*Teacher touches the outside of the pot.*)

C. That is called the outside of the pot.

T. Now we have learnt some of the parts of a pot. Which were they?

C. The bottom, the middle, the side, the inside and outside of the pot, are the parts we have named.

T. What is the highest, part of the pot called? This part, see, round which I am moving my finger?

C. That part of the pot is called its brim.

T. How many parts of the pot have we now named ?
C. We have now named five parts of the pot.
T. Which are these five parts ?
C. There is, first, the bottom of the pot ; second, the middle ; third, the inside ; fourth, the outside ; fifth, the brim of the pot.

T. Now look again. Here is another part of the pot. Do you see which I mean ?

- C.* Yes, you mean the handle of the pot.
- T.* So what has this pot ?
- C.* It has a handle.
- T.* Of what use is the handle to the pot ?
- C.* Its use is to hold the pot.
- T.* By what then do we hold a pot which has a handle ?
- C.* We hold it by the handle.
- T.* Now how many parts have we found in this pot ?
- C.* We have found six parts in this pot.
- T.* Who can name them for me ? Alice, there, can, I am sure.
- C.* The bottom, the middle, the inside, the outside, the brim, and the handle.
- T.* If the bottom were out, could the pot be used ?
- C.* No, it could not be used if the bottom were out.
- T.* What would make the pot useless to us then ?
- C.* If the bottom of the pot were out, that would make it useless to us.
- T.* How would it be if the handle were gone ?
- C.* The pot would be of no use either then.
- T.* Why not ?
- C.* Because it would be troublesome to hold.
- T.* How would it be if only the rim of the pot were broken ?
- C.* The pot would be still useful, if only the rim were broken.

IV. MATERIAL.

T. Louis, take this pot in your own hand, and look at it carefully; then tell me of what it is made.

C. It is made of iron.

T. Why are you so certain it is made of iron?

C. Because it is so heavy.

T. Here, look! I have another pot. Now take that in your hand. Is it as heavy as the iron one?

C. No, not so heavy as the iron pot.

T. Of what is this pot made?

C. This pot is made of clay.

T. And that one?

C. That one is made of iron.

T. Then of what two things may pots be made?

C. They may be made of iron and clay.

T. I have seen some pots made of iron, which were not heavy. The iron was made so thin, it was not thicker than paper. What is such thin iron called?

C. It is called tin (block tin).

T. Of what was the pots made which I saw?

C. They were made of tin.

T. Of what then can pots be made?

C. They can be made of tin.

T. Once I saw in a kitchen pots of a reddish colour, just the colour of a bright new penny. What are pence made of?

C. Pence are made of copper.

T. Those pots were made out of the same stuff. What stuff were they made of?

C. They were made of copper.

T. Then what is another material of which pots can be made, besides iron and clay and tin?

C. Another material of which pots may be made is copper.

T. Tell me once more the materials of which pots are made. Many pots are made of—?

C. Many pots are made of iron

T. And many more of—?

C. Many more of clay.

T. And others again of—?

C. Others of tin, and others of copper.

T. What then can be made out of iron, clay, tin, copper?

C. Pots can be made of iron, clay, tin, and copper.

T. Which pots last the longest?

C. The iron ones last the longest.

T. Which break the easiest?

C. Those made of clay.

V. COLOUR.

T. Of what colour is this pot?

C. It is black.

(Teacher lets the children look inside the iron pot.)

T. Is it black inside too?

C. No, it is not black inside.

T. Where does it look black?

C. It looks black outside.

T. What colour is it inside?

C. It is white inside.

T. Where does the pot look white?

C. The pot looks white inside.

T. How many colours are there in this pot?

C. There are two colours in this pot.

T. What are those two colours?

C. The two colours are black and white.

T. Now look at this other pot—the one which is made of clay. What colour is it outside?

C. It is a gray colour.

T. What colour is it?

C. A gray colour.

T. Where does the pot look gray?

C. It looks gray on the outside.

T. Now look inside the pot. What colour do you see inside?

C. We see a brown colour inside the pot.

T. How many colours then are there in this pot?

C. There are two colours in this pot.

T. What are those two colours?

C. They are gray and brown.

T. Where is the pot gray?

C. It is gray outside.

T. Where is it brown?

C. It is brown inside.

T. Now you must all have seen a tin pot. What colour is that tin pot?

C. It is white like silver.

T. Which pots then look white like silver?

C. Those pots which are made of tin.

T. What colour is a penny? You told me before.

C. A penny is a reddish brown.

T. What is a penny made of?

C. A penny is made of copper and tin.

T. What colour do those things look which are made of copper?

C. They look a reddish colour.

T. What pots are red?

C. Those made of copper are red.

T. What colour would this earthenware pot become if it stood on the fire several times?

C. It would become black.

T. Would it? why should it become black?

C. The smoke of the fire would make it black.

VI. THE MANUFACTURER.

T. Do you know who makes the earthenware pots ?

C. Yes, the potter makes them.

T. Who made this pot then ?

C. A potter made that pot.

T. Of what did he make it ?

C. He made it of clay. •

T. What other things does the potter make ?

C. He makes dishes and plates.

T. Who made this iron pot ?

C. A blacksmith made it.

T. I thought you would say that. No, the blacksmith does not make iron pots. Iron pots are made out of melted iron. (*Explain the process a little.*) And the people who melt the iron are called ironfounders. Who made the iron pot then ?

C. An ironfounder.

T. What did he make it of ?

C. The ironfounder made it of iron.

T. What did he first have to do with the hard iron ?

C. First he had to melt it.

T. What did he melt it in ?

C. In a great caldron.

T. What did he next do to the melted iron ?

C. Next he poured it into a mould.

T. And what did he take out of the mould when the iron was cold ?

C. He took the pot out of the mould.

T. What do we call the workman who manufactures only tin goods ?

C. We call them tinsmiths. •

T. Who then make the tin pots ?

C. Tinsmiths make tin pots.

T. What sort of things do tinsmiths make?

C. They make watering-pots, water cans, sieves, skewers, etc.

T. You know there are pots which are made of copper, are there not? Who do you think makes such copper pots? Does no one know? I will tell you. There are smiths who do not what is called forge iron (make it up into useful articles), but they forge copper. Such people are called coppersmiths, or braziers. What are copper pots made of?

C. Copper pots are made of copper.

T. Who makes copper pots?

C. Coppersmiths make them.

T. Now repeat to me the names of all the workmen who manufacture pots. What sort of people are they?

C. Potters, ironfounders, tinsmiths, and coppersmiths.

VII. USE.

T. What do we want pots for?

C. For cooking.

T. What do we cook in pots? (Here answers will pour forth from the children. Try to get orderly replies, as follows.)

T. First, we will say that we cook meat in pots. What sort of meat?

C. Beef, pork, mutton, veal.

T. Can meat be roasted in a pot?

C. No, meat cannot be roasted in a pot.

T. What does your mother (or the cook) use when she wants to roast some meat?

C. She puts the meat on a spit or on a bottle-jack, and puts a dripping-pan underneath it.

T. What does she cook sometimes besides, to eat with the meat?

C. She cooks peas, beans, potatoes, carrots, etc., to eat with the meat.

T. In what does she cook the peas and beans ?

C. She cooks them in a pot.

T. Tell me what else she cooks in a pot of that kind.

C. Onions, cabbages, turnips, cauliflowers.

T. In one word, what are all these nice things called, some of which we almost always eat with our meat ?

C. They are all called in one word vegetables.

T. What then do we cook in pots ?

C. We cook vegetables in pots.

T. What are the pots made of, in which we cook vegetables ?

C. They are made of iron or tin.

T. Now we have mentioned two different kinds of things which are cooked in pots : what are they ?

C. Meat and vegetables.

T. Then what is one great use of pots ?

C. To cook meats and vegetables.

T. In what does your mother make tea and coffee ?

C. She makes tea and coffee in pots.

T. What does she do with the tea or coffee when it is made ?

C. She pours it out when it is made, and we drink it.

T. What else do people drink besides tea and coffee ?

C. They drink also milk, chocolate, cocoa, wine, beer, etc.

T. What are all these things called which we can drink ?

C. They are called drinks.

T. What is cocoa ?

C. Cocoa is a drink.

T. What is cocoa made in ?

C. Cocoa is made in a pot.

T. What drinks are made in pots ?

C. Tea, coffee, cocoa, hot milk, etc.

T. What are all these called?

C. They are called drinks.

T. In what are they made?

C. They are made in pots.

T. What then is made in pots, as well as tea and coffee?

C. Several kinds of drinks are made in pots, as well as tea and coffee.

T. Now we know three kinds of things which are made in pots. What are the three kinds of things, Susie?

C. Meat, vegetables, and drinks are the three kinds of things we have spoken of as being made in pots.

(Paste and starch, etc., might also be instances.)

VIII. DIFFERENT KINDS.

T. You must all have seen many different kinds of pots. You little girls especially. Is it not so? Are all pots the same size now?

C. No, they are not all the same size.

T. With regard to the size of pots, then, what may be said of them?

C. That there are large pots and small pots.

T. What do you call a pot which is neither large nor small?

C. We call such a pot middle-sized.

T. Speaking of the size of pots, then, how many sizes have we named?

C. We have named three sizes--large, small, and middle-sized.

T. What is a pot called which is only used for cooking?

C. A cooking pot, or saucepan.

T. Then there is one kind of pot called--?

C. A cooking pot.

T. Can you tell me what those pots are called in which your mother (or the cook) does not cook meat or vegetables, but uses only for boiling milk or water?

C. Pots which are used only for boiling milk or water are called boiling pots sometimes.

T. Besides these there are pots in which flowers are planted. What are those pots called?

C. Those pots are called flower-pots.

T. Why are they called flower-pots?

C. Because people plant flowers in them.

T. Now tell me again what those pots are called, the uses of which we have been speaking about.

C. They are called cooking pots, boiling pots, and flower-pots.

T. Perhaps your mother has one particular pot in which she always boils meat and vegetables. Does she boil milk in the same pot?

C. No, she does not boil milk in that pot.

T. Why not?

C. Because the milk would taste of the meat and vegetables.

T. What does she cook in that pot only?

C. Only meat and vegetables.

T. How is meat cooked in a pot?

C. It is boiled or stewed with vegetables.

T. There is a pot in which bones and odd pieces of meat are kept stewing over the fire to make soup; what is that pot called?

C. It is called a stew-pot, or a stock-pot.

T. This then is another kind of pot. What is its name?

C. It is a stew-pot or stock-pot.

T. What is the pot called in which coffee is made?

C. It is called a coffee-pot.

T. What is the pot called in which a bookbinder makes paste to fasten the binding?

C. The pot in which the bookbinder makes paste is called a paste pot.

T. What are those pots called in which the man who paints the gates, or garden chairs, or fences, or houses, keeps his paints?

C. They are called paint pots.

T. Now repeat the names of the different kinds of pots of which we have spoken last.

C. We have spoken last of stew-pots, stock-pots, coffee-pots, paste pots, paint pots.

T. How many handles has this iron pot?

C. The iron pot has one handle.

T. Have you ever seen a pot with more than one handle?

C. Yes, I have seen one.

T. How many handles had that pot, Harry?

C. It had two handles.

T. Then, speaking of pots with regard to the number of handles, how many kinds have you seen?

C. Two kinds; one kind had one handle, and the other kind had two handles.

T. Do you think you still remember all the different kinds of pots of which we have spoken?

T. First, as to size, how many kinds of pots are there?

C. There are three kinds—large, middle-sized, and small.

T. With regard to the different uses of pots, tell me again those we have named.

(*The children repeat the varieties of pots they have mentioned.*)

T. Now repeat the names of the pots only used for cooking meat, boiling milk, making coffee, making paste or paint.

T. Now tell me how many kinds of pots you have seen with handles.

C. Two; one kind of pot had one handle, the other two

T. That is right.

IX. WHAT CAN HAPPEN TO A POT.

T. What happens to an earthenware pot, if any one lets it fall or knocks it hard?

C. It breaks, if any one lets it fall or knocks it too hard.

T. What would happen to an iron pot, if you were to let it fall on some stones?

C. The iron pot would get a hole in it.

T. What can happen to pots, then, if we are not careful in using them?

C. Pots can break, if we are not careful in using them.

T. Do you know what happens if any one puts a pot on a fire (or in the oven, or over a gas stove), without putting any water in it?

C. The pot will burst or crack.

T. So what else can happen to pots, if people are careless?

C. Pots can burst or crack.

T. The pot is quite clean when it has not been used. When some potatoes have been cooked in it, is it clean then?

C. No, it is dirty then.

T. What can a clean pot become?

C. A clean pot can become a dirty pot.

T. What remains inside a pot where fat meat has been stewed?

C. Fat or grease remains inside the pot then.

T. What is the pot where there is fat or grease left inside, after the meat has been taken out?

C. The pot is greasy.

T. So what can a pot get to be ?

C. A pot can get to be greasy.

T. What colour does a pot get outside, when it is often on the fire ?

C. A pot which is often on the fire gets black.

T. What makes it get black ?

C. Smoke, ashes, and soot make it get black.

T. So what colour can a pot get to be outside ?

C. It can get to be black outside.

T. Now tell me all the things which can happen to a pot.

C. It can be broken, it can crack or burst, and it can become greasy and black.

X. WHAT CAN BE DONE WITH A POT.

T. What am I doing with this pot now ?

C. You have turned it over.

T. So what can you do with a pot ?

C. You can overturn a pot.

T. What have I done to the iron pot now ?

C. Now you have laid the pot on its side.

T. So what else can you do to a pot ?

C. You can lay it on its side.

T. What can you do to a pot which has a handle ?

C. You can hang up a pot which has a handle.

T. What must there be to hang the pot on ?

C. There must be a nail or a hook to hang the pot on.

T. So on what can a pot be hung ?

C. A pot can be hung on a nail or a hook.

T. By which part of the pot is it hung ?

C. It is generally hung by the handle.

T. You have told me three things which can be done with the iron pot. Repeat them to me.

C. You can overturn the pot, lay it on its side, and hang it up.

T. What is in the pot here?

C. There is nothing in the pot.

T. What is the pot, since there is nothing in it?

C. The pot is empty.

T. But if I pour water into the pot, enough to fill it to the brim, what will the pot be then? (*Teacher pours water into it.*)

C. The pot is full now.

T. What have I done to the pot then?

C. You have filled the pot with water.

T. With what can a pot be filled?

C. With water, milk, rice, butter, jam, etc.

T. When I have filled a pot with water, and do not want the water to be in the pot any more, what must I do then?

C. You must pour the water away.

T. What will the pot be when I have poured the water out of it?

C. The pot will be empty when you have poured the water out of it.

T. So what can I do to a full pot?

C. You can make it empty.

T. What should you say instead of "make it empty"?

C. We should say empty it.

T. What can I do to a full pot then?

C. You can empty it.

T. Can you empty a pot which has nothing in it?

C. No, you cannot.

T. When only can you empty a pot?

C. When there is something in it.

T. When can you not fill a pot?

C. When it is already full, you cannot fill a pot.

T. You have already told me what a pot is after some-

thing has been cooked in it. Repeat that to me again ; what is it ?

C. The pot is dirty, which has had something cooked in it.

T. What should be done to a pot which is dirty ?

C. It should be cleaned.

T. How is it cleaned ?

C. It is washed. *

T. In which part of the day is the cooking generally done ?

C. In the morning.

T. Then when are the most pots used ?

C. Most pots are used in the morning.

T. What are all those pots after they have been used for cooking ?

C. All those pots which have been used for cooking are dirty.

T. What must be done to all those pots ?

C. They must be washed.

T. Which time of day is some one generally busy in washing pots ?

C. Some one is generally busy washing pots, in the morning.

T. When anything, meat, or vegetables, or puddings, are being cooked in a pot, where is the pot set ?

C. The pot with the meat, or vegetables, or pudding, is set on the fire.

T. Where can a pot be put ?

C. A pot can be put on the fire.

T. Where else can a pot be put, when something is being cooked in it ?

C. It can also be placed in an oven.

T. What are the two places where a pot can be put, when anything is being cooked in it ?

C. It can be placed either on the fire or in the oven.

T. Now let us repeat all we can do with a pot.

(*The teacher may also mention the tinkering of broken pots.*)

XI. WHAT NOT TO DO WITH POTS.

T. You have told me once what happens to a pot if it is let fall on the ground. Tell me again what does happen to it.

C. If a pot is let fall on the ground, it breaks.

T. Yes, even an iron pot will break, if it is allowed to fall on the ground heavily; but which sort of pot breaks more easily than the iron pot?

C. The earthenware pots break more easily than the iron ones.

T. So what must we be careful not to do to a pot?

C. We must be careful not to let a pot fall.

T. If I hold an earthenware pot in my hand, and knock it against the door-post, what will happen to it?

C. It will break, if you knock it against the door-post.

T. What must we not do to earthenware pots?

C. We must not knock them.

T. You told me something happens to a pot if it is set empty on the fire—what does happen?

C. If a pot is set empty on a fire, it bursts.

T. What must the pot not be, if it is set on the fire?

C. It must not be empty.

T. What would happen to an empty pot, if it were placed in the oven?

C. The pot would burst.

T. So where besides on the fire must no empty pot be placed, lest it break?

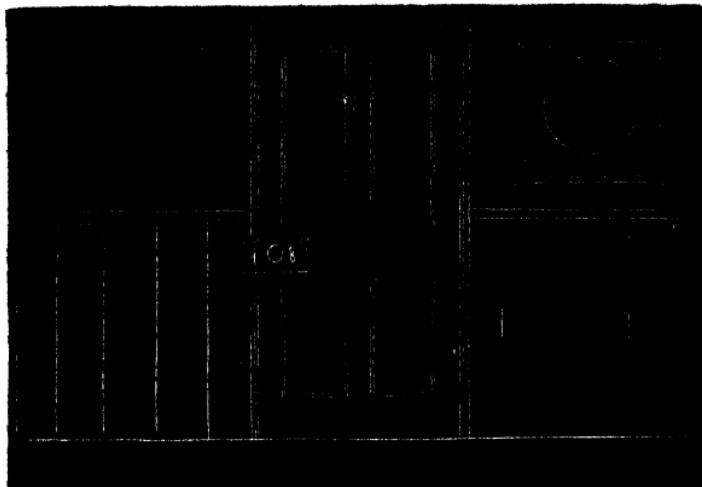
C. No empty pot must be placed in the oven.

T. Why not?

C. Because it would break or burst.

T. Now let me hear what must not be done with pots. What three things must you be careful not to do, lest the pot break or crack?

C. We must not let a pot fall, or knock it, or set it empty on a fire or in an oven.



III. THE PARTS OF A ROOM.

1. *THE SCHOOLROOM DOOR.*

I. NAME.

T. What did I open just now?

C. You opened the door.

T. What kind of thing is this which can be opened here?

C. It is a door.

T. When you want to leave the room, what must you open?

C. We must open the door when we want to leave the room.

T. And what must you do when you want to come back into the room?

C. We must open the door when we want to come back into the room.

T. What do we call this door, since it leads into the schoolroom?

C. We call it the schoolroom door, because it leads into the schoolroom.

T. What is there then in the schoolroom?

C. There is a door in the schoolroom.

II. SHAPE.

T. What shape is the door?

C. The door is square shape.

T. Now look attentively at this door. Are all the sides equal in length?

C. No, they are not all equally long.

T. What are these two sides which come down to the ground? (*Teacher points to the sides of the door.*)

C. Those two sides are long.

T. And what are these two sides here? (*pointing to the top and bottom of the door.*) As long as the other two?

C. No; those two sides are shorter than the other two.

T. How many long sides has the door?

C. The door has two long sides.

T. And how many short sides has the door?

C. The door has two short sides.

T. When an object is square, and at the same time two of its sides are longer than the other two, what is it called?

C. It is called oblong.

T. What then is the shape of the schoolroom door?

C. The schoolroom door is an oblong shape.

T. Point out to me some other objects in the room which are oblong in shape.

C. Our slates, those books, the black board, etc., are oblong in shape.

T. Tell me some things which you have at home of an oblong shape.

C. The cupboard, the looking-glass, some pictures, etc.

III. COLOUR.

T. What colour is our schoolroom door?

C. It is brown colour.

T. Would you say all schoolroom doors are brown?

C. No, they are not all brown.

T. What colour are many schoolroom doors?

C. Some are white.

C. Have any of you ever seen a schoolroom door which was of a different colour, neither brown nor white?

C. Yes, I have seen a green schoolroom door, I a yellow, and I a red, etc.

T. So schoolroom doors are of many colours. Tell me again what colours you have noticed.

C. Brown, red, green, yellow, white, etc.

IV. MATERIAL AND MAKER.

T. Of what is the schoolroom door made?

C. This schoolroom door is made of wood.

T. Who made the schoolroom door?

C. The carpenter made the schoolroom door.

T. And so what does the carpenter make?

C. He makes schoolroom doors.

T. Yes, and other doors too. What did he make the schoolroom door of?

C. He made it of wood.

T. Was the wood brown of which the carpenter made the door?

C. No, it was not brown.

T. What did the carpenter do to the door to make it brown?

C. The carpenter painted the door to make it brown.

T. With what did the carpenter paint the schoolroom door?

C. He painted it with a colour.

T. With what colour did he paint it?

C. He painted it brown.

T. What colour would the carpenter have used if he had wished the door to be yellow?

C. The carpenter would have taken a yellow paint, if he had wished the door to be yellow.

T. And what colour would he have used if he had wished the door to be white?

C. He would have used white paint, if he had wished the door to be white.

T. With what did he paint the door?

C. He painted the door with a brush and a pot of paint.

T. Once I saw a door which was not made of wood. I saw it in a merchant's office. The door led to the counting-house, where he kept his money. Can you guess of what this door was made?

C. It was made of iron.

T. What sort of door is that which is made of iron?

C. That sort of door is very strong.

T. What sort of door is not so strong as an iron door?

C. Doors made of wood are not so strong as those made of iron.

T. Which kind of door would be the most difficult for thieves to break open?

C. Iron doors would be the most difficult for thieves to break open.

T. Which kind of door could thieves easily break open?

C. Thieves could easily break open doors made of wood.

T. Which sort of doors could thieves most easily break open?

C. Thieves could most easily break open wooden doors.

T. Why have many tradesmen iron doors in front of their counting-houses?

C. Many tradesmen have iron doors before their counting-houses to keep out thieves.

T. Does the carpenter make iron doors?

C. No, the carpenter does not make iron doors.

T. Who does make iron doors?

C. Ironmongers, blacksmiths.

T. Those kinds of doors are generally painted black.

What do they look then?

C. They look black.

T. What do iron doors generally look?

C. Iron doors generally look black.

T. Of what two materials may doors be made?

C. Doors may be made of wood or of iron.

T. And what workmen make doors?

C. Carpenters make wooden doors, and blacksmiths make iron doors.

V. PARTS.

T. Now let us observe what are the different parts of this door. What do you see in the middle of the door here? Going across it in the middle, you see a broad piece of wood; and above and below it are two straight pieces meeting it, one from the top and the other from the bottom. What shape is that?

C. That is a cross.

T. So this door has what on it?

C. This door has a cross on it.

T. And where is the cross?

C. The cross is in the middle of the door. (*Mention might also be made of the panels and side-pieces.*)

T. What is this thing on the door called ? (*Teacher points to the lock.*)

C. That is called the lock.

T. What has this door also then ?

C. This door has also a lock.

T. What is the use of the lock ?

C. The use of the lock is to fasten or lock the door.

T. Is the door locked now ?

C. No, it is not locked.

T. What is it only now ?

C. It is only shut now.

T. What must I turn to open the door ?

C. You must turn the handle.

T. What must I do if I want to lock the door ?

C. You must turn the key in the lock, if you want to lock the door.

T. What does the key push before it when it turns ?

C. It pushes a bolt before it when it turns. (*Teacher opens the door, and turns the key.*)

T. What is the door then when the bolt is pushed forward ?

C. The door is locked when the bolt is pushed forward.

T. If any one is outside, what can he not do ?

C. He cannot come in.

T. And what can those inside not do when the door is locked ?

C. They cannot leave the room.

T. What must anybody wishing to leave the room do first ?

C. Anybody wishing to leave the room must first unlock the door.

T. Many doors can be made fast, and yet no key is needed. What have many doors down here ? (*pointing to the bolt.*)

C. Many doors have bolts instead of locks.

T. What must one do in that case to hinder anybody from leaving the room or entering it?

C. One must push the bolt forward.

T. What has one done to the door when one has thus pushed the bolt forward?

C. One has bolted the door.

T. One can simply shut the door; how is that done?

C. By turning the handle.

T. And one can lock the door also. How do we do that?

C. We turn the key in the lock.

T. The door has still some other parts. What do you see up here above, and down below there?

C. We see some iron pieces.

T. How many do you see?

C. We see two pieces of iron.

T. What goes through the iron?

C. Nails or screws go through the iron.

T. What are these pieces of iron called?

C. They are the hinges.

T. To what are the two iron hinges fastened?

C. They are fastened to the framework of the door.

T. Show me which part of the door is called the framework. (*Children point it out.*)

T. What is the shape of the door?

C. The door is oblong.

T. What do we call the lowest part of the framework of the door?

C. We call the lowest part of the framework of the door the door-sill, or sometimes the threshold.

T. Then what is this piece of the frame called under the door?

C. It is called the threshold, or sill of the door.

T. Now we have discovered two more parts in the schoolroom door. What is the part called which surrounds the door?

C. That part is called the framework of the door.

T. And what is this lowest part of the framework called?

C. This part is called the threshold, or door-sill.

T. So what two parts has every door?

C. Every door has a framework and a threshold, or door-sill.

T. Now I will hear once more all the various parts we have discovered in the schoolroom door.

VI. DIFFERENT KINDS OF DOORS.

T. All doors are not alike. There are different kinds. Let us consider the different kinds. *What door is this?*

C. This door is the schoolroom door.

T. Why is it called a schoolroom door?

C. Because it is in the schoolroom.

T. What is the door of a bedroom called?

C. The door of a bedroom is called a bedroom door.

T. What is a door called which is in a garden?

C. It is called a garden door.

T. What is the door in the kitchen called?

C. The door in the kitchen is called a kitchen door.

(*Specify church, house, shop, cellar, cupboard doors, etc.*)

T. Now, children, try to remember all the doors we have mentioned. *What are they?*

C. Church, house, etc.

T. Let us think of the different kinds of doors, with regard to the *material* of which they are made. There are doors made of wood. *What are they called?*

C. Doors made of wood are called wooden doors.

T. Then there are doors made of iron. *What are they called?*

C. They are called iron doors.

T. What are two kinds of doors, then, speaking of them according to the material of which they are made ?

C. There are wooden doors and iron doors.

T. Many doors are partly made of glass, like a window. What do we call these kinds of doors ?

C. We call these kinds of doors glass doors.

T. There is then a third kind of door, called what ?

C. There is a third kind of door called a glass door.

T. Who has seen an oven ?

C. I, I, etc.

T. Had it a door ?

C. Yes, it had a door.

T. Had the oven a small door, or a large one ?

C. The oven had a small door.

T. Is the door of a birdcage big, or small ?

C. The door of a birdcage is small.

T. Tell me some other little doors.

C. The door in the chicken-house is small.

T. Then with regard to size, what do we say about doors ?

C. That there are large doors and small doors.

T. Let us now repeat the different kinds of doors; first, in regard to where they are; second, in regard to what they are made of; third, in regard to their size. Who can remember ? Who can tell me several kinds of doors ?

VII. WHAT MAY BE DONE WITH A DOOR.

T. When you want to leave the room, what must you do with the door ?

C. We must open the door when we want to leave the room.

T. When you are outside the door, what must you do ?

C. We must shut the door when we are outside the room.

T. You see we can do two things to the door. What are those two things?

C. We can open and shut the door.

T. What can we do to a door to prevent any one getting into the room?

C. We can lock it.

T. If you do not care to lock the door, can you do anything else to prevent any one coming into the room?

C. Yes, we can bolt the door, instead of locking it, if we do not wish to lock it.

T. Now I am going to send Willie out of the room for a minute. Run off, Willie. Now I will neither lock nor bolt the door, and yet Willie shall be unable to come in. See, he tries to do so in vain. What am I doing to the door?

C. You are holding it.

T. What can we do to a door?

C. We can hold it.

T. What can we do to the door when it is dirty?

C. We can wash it, or dust it, or scour it, if it is dirty.

T. So what can be done to the door?

C. It can be washed, or dusted, or scoured.

T. Sometimes the door creaks when it is opened or shut. How does that sound?

C. That sounds bad.

T. Do you know what can be done to a door that creaks, to stop it from so doing?

C. Yes, it can be oiled, if it creaks.

T. What else can be done to a door then?

C. A door can be oiled.

T. What is the door oiled with?

C. The door is oiled with oil.

T. On what part of the door is the oil put ?
C. The oil is put on the hinges of the door.
T. What can be done to a door from which the colour is faded ?
C. The door from which the colour has faded can be painted.
T. What else then can be done to a door ?
C. The door can be painted.
T. What can be done to the lock of the door when it does not look clean and shining, as it should look ?
C. It can be polished.
T. What then can be done to the locks of doors ?
C. They can be polished.
T. How will locks then look, after being polished ?
C. A lock will look bright and shining after being polished.
T. When we go to see any strangers, we must not walk straight into their room. If we did, we should very likely startle them. What ought we to do, so that the strangers may know that some one is at the door ?
C. We must knock at the door.
T. With what must we knock at the door ?
C. We must knock at the door with our hand.
T. Ought we to knock hard at the door ?
C. No, we must not knock hard at the door.
T. How ought we to knock at the door ?
C. We ought to knock softly.
T. What does some one inside the room say, that the person who knocks at the door may come in ?
C. Some one inside says, "Come in."
T. Then what does the person who knocks do ?
C. Then the person who knocks at the door may go in.
T. Now do you remember all that can be done with this door ? Open it, etc., etc.

VIII. WHAT WE MAY NOT DO TO A DOOR.

T. Once I saw a little boy hanging on to the door while he swung it backwards and forwards. Would that do harm to the door?

C. Yes, it would do harm to the door.

T. Then for what is the door not to be used?

C. It is not to be used for swinging by children.

T. You often see children go out of the room and forget to shut the door behind them. What must children never forget to do when they leave a room?

C. Children must never forget to shut the door when they leave the room.

T. And when any one comes into the room, what must he also not forget?

C. When any one comes into a room, he must remember to shut the door.

T. What does the room become in winter, if the door is left open?

C. The room gets cold in winter, if the door is left open.

T. What comes in through the open door?

C. The cold air comes in through the open door?

T. And what goes out of the open door?

C. The warm air goes out of it.

T. And when the warm air is all gone, what does the room become?

C. The room becomes cold when the warm air is gone.

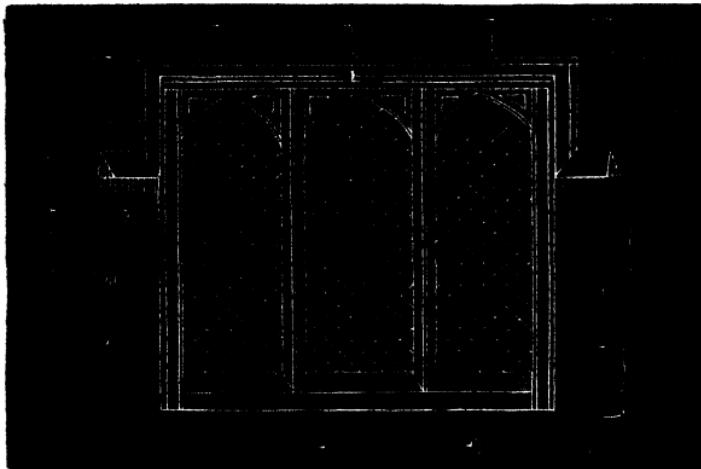
T. Why may not a house door be left open in hot summer, when we are not afraid of cold air coming in?

C. Because some stranger might come into the house through the open door.

T. If a thief saw a house door open, what would he most likely do?

C. He would walk into the house.

T. And what would he do then ?
C. Then he would steal some things out of the house.
T. How should you never leave your house door ?
C. We should never leave the house door open.
T. Now I know something else which no one should ever do to a door. Listen, and look. (*Teacher bangs the door.*) What did I do to the door then ?
C. You banged the door.
T. How did I bang it ?
C. You shut it too roughly and too quickly.
T. How does it sound when any one bangs a door ?
C. It sounds bad.
T. If any one were to be continually banging the door like that, what would happen to the door ?
C. The door would soon break.
T. So what must you never do to this door ?
C. We must never bang it.
T. Ought you to bang any other door ?
C. No, we ought never to bang any doors at all.
T. How ought all doors to be shut ?
C. All doors ought to be shut gently.
T. Now, Jack, see if you can remember what we may not do to a door.
C. We may not swing on it, nor leave it open, nor bang it.



2. A WINDOW.

I. NAME—POSITION—NUMBER.

T. What is that object to which I am pointing ?
C. That is a window.
T. Say it all together. Now, Bertha, alone ; now, May. Where is this window ?
C. It is in the wall.
T. Is it in front of the wall, or behind it, or below it, or above it ? No. Where is the window then ?
C. The window is in the wall.
T. How many windows are there in this room ?
C. There are two windows in this room.
T. Are there always two windows in every room ?
C. No, not always.
T. Some rooms have not two, but only how many ?
C. Some rooms have only one window.
T. Once I saw a room which had two windows on this side and two on that side. How many windows were there in that room ?

C. There were four windows in that room.

T. How many windows are there in some rooms ?

C. There are four windows in some rooms.

T. Some rooms have three windows in them. Have any of you a room at home with three windows in it ?

C. Yes, I have.

T. Which room is that, Alice, in which you have three windows ?

C. Our front room has three windows.

T. Some rooms have one less than three windows in them. How many windows would one less than three be ?

C. Two windows.

T. How many windows are there generally in little rooms ?

C. There is generally only one window in a little room.

T. How many windows can there be in a room ?

C. One, two, three, four.

T. Yes, and more than that ; some rooms in large houses have as many as eight windows in them.

II. PARTS.

T. What are the four stones called in which the window is placed ?

C. They are called the jambs of the window.

T. So a window has what ?

C. A window has jambs.

T. Now look carefully at this window. Let us see what its different parts are. All round here you see is wood. Children have something to write on which is surrounded by wood. What is it ?

C. A slate. Children's slates are surrounded by wood.

T. What is the wood called which surrounds a slate ?

C. The wood round the slate is called the frame of the slate.

T. Exactly the same name is given to the wood surrounding the window. What is this wood called ?

C. It is called the window-frame.

T. So what has the window ?

C. The window has a frame.

T. And what are the frames called which surround the window ?

C. They are called window-frames.

T. Now I will open the window. Pay attention. What does this thing look like which I have just opened ?

C. It looks like a little door.

T. So it does. But it is not called a door. Who knows what that part is called which I have just opened ?

[*If no child knows, the teacher says, It is called a lattice.*] What, then, have I just opened ?

C. The lattice. You have just opened a lattice.

T. How many lattices have I now opened ?

C. You have now opened two lattices.

T. What have I again opened ?

C. You have opened a lattice again.

T. How many lattices stand open now ?

C. Three lattices stand open now.

T. How many lattices have I opened this time ?

C. You have opened one again this time.

T. How many lattices are open now ?

C. Four lattices are open now.

T. Then how many lattices are there in this window ?

C. There are four lattices in it.

T. Now for the second window. Let us see how many lattices there are in this window. How many do you suppose there are ?

C. Four lattices.

T. We will see if it is true. (*Open the lattices as before.*)

T. How many lattices of this window can I open ?
C. You can open four lattices of this window.
T. How many lattices then are there in this window ?
C. There are four lattices in it.
T. Now all the four lattices of this window are open.
What do you see in the middle of the open window ?
C. We see a cross in the middle of the open window.
T. What goes down the middle of the window ?
C. A piece of wood like a little wooden pillar.
T. And what goes across it here ?
C. Another piece of wood.
T. What shape do the two pieces so placed make ?
C. They make a cross
T. What has this window then ?
C. It has a cross.
T. What is this cross called, which you see in the window ?
C. It is called the cross work of a window.
T. Has any child seen a cross anywhere else besides in a window ?
C. Yes, there are crosses in the churchyard, on the church tower.
T. Do you ever see women with little crosses hanging to chains or ribbons round their necks ?
C. Yes, sometimes. Mother wears a gold cross, I wear an ivory cross.
T. To proceed. Let us see what are the other parts of the window. You see here on each lattice something which is like something on the schoolroom door, only it is smaller. What do I mean ?
C. You mean the bands of iron.
T. So what has the window ?
C. The window has bands.
T. What have these bands down here behind ?

C. They have tubes which ^e are hollow.

T. Is there anything in the hollow tubes?

C. Yes, the peg of the hinge is in the hollow tube.

T. To what are the iron bands fastened?

C. They are fastened to the window lattices.

T. To what are the hinges fastened?

C. The hinges are fastened to the frame.

T. Now we have discovered two sorts of things belonging to the window. What are they?

C. They are iron bands and hinges.

(Now let the teacher shut the lattice, and push the hasps forward.)

T. What have I done to the window now?

C. You have shut the window.

T. Now I want to open the window again; but see, it will not open. The lattices do not stir, though I pull ever so hard. There must be something before them to prevent their opening. Do you see what is before them, where they should open?

C. Yes, the hasps are before the sides of the lattices where they should open.

T. John, come and show me the hasps. How are they placed?

C. They are placed across a part of the side of the lattices.

T. What must I do to the hasps in order to open the window?

C. You must turn them in order to open the window.

T. How must the hasps not be placed, if we want the window open?

C. The hasps must not be placed across the sides of the lattices.

T. How must the hasps be placed?

C. They must be placed straight.

T. Jane, come and turn this hasp round, so that it stands straight. So. Now see if you can open the lattice.

C. Yes, now the lattice can be opened.

T. So what has the window to prevent the lattice from opening when we wish to keep it shut?

C. The window has hasps on each lattice to keep them shut.

T. Now, see, here is something else on the lattices ; here is something which we take hold of when we want to open the window. What is this round thing called ? (*If the children do not know, tell them.*)

C. It is called a button, or knob, or handle.

T. What has each lattice besides a hasp ?

C. Each lattice has a button besides a hasp.

T. How many buttons has each lattice ?

C. Each lattice has one button.

T. How many lattices has each window ?

C. Each window has four lattices.

T. How many buttons has each window ?

C. Each window has four buttons.

T. Of what is this part of the window made ?

C. This part of the window is made of glass.

T. You are all sure it is not made of wood ? Well, what shape is this piece of glass ?

C. It is a square shape (or diamond).

T. Here is another piece of glass ; what is its shape ?

C. Its shape is square (or of a diamond shape).

T. What is the glass in the windows called ?

C. The glass in windows is called the window-pane

T. How many panes of glass has each lattice ?

C. Each lattice has two (or whatever the number may be) panes of glass.

T. How many lattices has each window ?

C. Each window has four lattices.

T. How many times two panes are there in each window ?
C. There are four times two panes in each window.
T. And what are four times two ?
C. Four times two are eight.
T. How many panes of glass, then, are there in each window ?
C. There are eight panes of glass in each window.
T. Who can now repeat the parts of a window ?

III. MATERIAL.

T. Of what are the jambs of the window made ? (*Show the jambs.*)
C. The jambs of the window are made of stone.
T. Of what are the frames and cross work of the window made ?
C. The frames and cross work of the window are made of wood.
T. What was used to make the bands and the bolts ?
C. Iron was used to make them.
T. And of what are the panes made ?
C. The panes are made of glass.
T. How many materials have you mentioned ?
C. We have mentioned four materials.
T. How many materials go to the making of a window ?

Name them.

C. Four—stone, wood, iron, and glass.
T. What is used to make the jambs ?
C. Stone is used to make the jambs.
T. What is used to make the cross work ?
C. Wood is used to make the cross work.
T. What is used to make the bands and bolts ?
C. Iron is used to make the bands and bolts.
T. What is used to make the panes ?
C. Glass is used to make the panes.

T. Who can tell me of what a window is made ?

C. A window is made of stone, wood, iron, and glass.

IV. COLOUR.

T. What colour are the window frames ?

C. The window frames are white.

T. What else is white ?

C. The cross work is white.

T. Did the wood always look so white, when first the window was made ?

C. No, it was not white at first.

T. What was done to the wood to make it white ?

C. It was painted.

T. With what colour was it painted ?

C. It was painted with white colour.

T. How does the woodwork of the window look ?

C. It looks white.

T. Did you ever see a window with woodwork of any other colour than white ?

C. Yes, I saw one which was not white.

T. What colour was the woodwork of that window ?

C. It was brown.

T. And the one you saw, May, what colour was its woodwork ?

C. It was yellow.

T. With what colours was the woodwork of these windows painted ?

C. It was painted with brown colour and yellow colour.

T. Have you ever seen a window which had coloured glass in it ?

C. Yes, very often.

T. Where ?

C. In church.

T. Once I saw a window which was painted the colour of grass. What colour is grass?

C. Grass is green colour.

T. So what colour was that window?

C. It was a green colour.

T. Now tell me again; what are the colours with which some windows are painted?

C. White, brown, yellow, green, etc.

V. KINDS OF WINDOWS.

T. Windows are of different kinds. First, as to colour, they may be painted what?

C. They may be painted white, brown, yellow, green.

T. Sometimes you see in towns and villages small houses. In a small house, what must the windows be?

C. In a small house the windows must be small also.

T. What sort of windows have small houses?

C. Small houses have small windows.

T. Then there are what sort of windows?

C. There are small windows.

T. In a very large house you sometimes see some small windows. To what rooms do those windows belong?

C. They belong to the cellars.

T. Are these small windows here in our schoolroom?

C. No, these are not small windows.

T. What sort of windows are these?

C. These are big windows, or large windows.

T. Do any of you know which buildings have very, very big windows?

C. Yes, churches and shops have very big windows.

T. Then there are not only small kinds of windows, but what other kinds?

C. There are also big kinds of windows.

T. What are these two kinds of windows we have mentioned?

C. Large and small windows.

T. What is the window of a schoolroom called?

C. The window of a schoolroom is called a schoolroom window.

T. So then there are windows called what?

C. There are windows called schoolroom windows.

T. What are the windows of the cellar, the kitchen, the church, the shop, the school, and the stable called?

C. They are called after the rooms to which they belong, cellar windows, etc.

T. With regard, then, to their situation, what kinds of windows are there? •

C. Schoolroom, cellar, kitchen windows, etc.

T. Now repeat again the kinds of windows with regard to their colour.

C. White, yellow, etc.

T. Now the kinds of windows with regard to size.

C. There are large and small kinds of windows.

T. Now the kinds of windows with regard to their situation.

C. There are church windows, cellar windows, etc.

VI. MANUFACTURER.

T. Now let us hear who makes windows. Who put up the jambs of the windows in the walls?

C. The mason put up the jambs of the window in the wall.

T. If the mason had not put up the window jambs in the wall, what thing would not have been safe and firm?

C. The window would not have been safe and firm.

T. If a window is to be put up in a wall, who must be fetched to put it there?

C. The mason must be fetched to put it there.

T. What does he put up in the wall?

C. He puts up the jambs of the window in the wall.

T. Who can tell me who made the frame and cross work of the window?

C. The carpenter made the frame and cross work of the window.

T. Who must have put the glass panes in the window? The basket maker, do you think?

C. No; the glazier put the glass panes in the window.

T. If a pane of glass is broken, to whom do we send to bring another pane of glass?

C. We send to the glazier to bring another pane of glass.

T. Now tell me who made the iron bands and bolts.

C. The locksmith (ironmonger) made the iron bands and bolts.

T. Now tell me the tradesmen who had to work at the making of the window.

C. The mason, the carpenter, the glazier, and the locksmith.

T. How many were there?

C. There were four.

T. How many different tradesmen were there employed?

C. There were four different tradesmen employed.

T. Now tell me what each did to the window. What did the mason do? What did the carpenter do? And the glazier? And the locksmith?

C. The mason put up the jambs, etc.

VII. WHAT CAN BE DONE WITH A WINDOW.

T. What am I now doing with the window?

C. You are opening it.

T. What then can we do to a window?

C. We can open it.

T. Now what am I doing to the window?

C. You are shutting it.

T. Grown-up people sometimes say "close the window," instead of "shut the window." What do they say?

C. They say "close the window," instead of "shut the window."

T. What have I done to the window then?

C. You have closed the window.

T. So what can you do to a window?

C. We can close it.

T. Then now we see two different things which we can do to the window; what are they?

C. We can open and shut, or close the window.

T. Sometimes the windows are blurred; that is, a quantity of rain-drops or water-drops cover them. When the windows are so blurred, how is it about seeing out of them?

C. We cannot see out of them.

T. Why not?

C. Because they are covered with rain-drops.

T. What do we do in order to see out of the windows again?

C. We wipe the rain-drops off.

T. With what do we wipe them off?

C. We wipe them off with a cloth or a duster.

T. When the rain-drops are wiped off the window, what can we do again?

C. We can again look through the window.

T. Sometimes the window looks dirty. Dust has flown on to it. Wiping it does not do much real good. What must we do to the window then?

C. We must wash the window.

T. What part of the windows do we wash?

C. We wash the panes and woodwork and frame of the window.

T. How do the windows look when they are washed?

C. They look clean and shining.

T. We use another word besides washing when we speak of making the windows clean. What word is that?

C. That word is cleaning.

T. In gentlemen's houses, who cleans the windows?

C. The servants do—the housemaid or a man-servant.

T. What is this then that can be done to windows?

C. Windows can be cleaned.

T. When the paint has worn off the window frames, what is done to them?

C. When the paint has worn off the window frames, they are painted again.

T. What else can be done to windows then?

C. They can be painted.

T. What are all the ways by which windows may be restored when they do not look clean and nice any longer?

C. Windows can be wiped, washed, cleaned, and painted, to make them look clean and nice again.

T. Now repeat all that can be done to the window.

VIII. WHAT MUST NOT BE DONE TO A WINDOW.

T. Many children push their faces against the window panes when they want to see out. What can easily happen to the panes, if they press too hard?

C. The panes may break.

T. Why do panes break easily?

C. Because they are made of glass.

T. What should children not press against the window panes?

C. Children should not press their faces against the window panes.

T. Sometimes I have seen children drumming with their fingers on the panes of the window. What will their doing this make the panes ?

C. Their doing this will make the panes dirty.

T. How do the windows look when their panes are stained with dirty marks ?

C. Windows stained with dirty marks look very bad.

T. What must be done to them ?

C. They must be cleaned.

T. Who must clean them ?

C. Mother, sister, servant, must clean them.

T. What would make it unnecessary to clean them then ?

C. If the children had not drummed on them with their fingers, it would have been unnecessary to clean the panes.

T. So what must you not do to the panes ?

C. We must not drum on the panes with our fingers.

T. Many children sit on the window-sill to play with their toys. I once saw a little girl do this, and she knocked her arm through the pane of glass. She might have hurt her arm with what ?

C. She might have hurt her arm with the glass.

T. Yes, but happily she did not, but she did something to the window. What was that ?

C. She broke the window.

T. Yes, she did. Who had to be sent for to mend it ?

C. The glazier had to be sent for to mend it.

T. What had he to do to mend it ?

C. He had to put in a new pane of glass.

T. Will the glazier put in a new pane of glass without being paid for it ?

C. No; he must be paid for it.

T. And who must pay him for it ?

C. Father must pay him for it.

T. Whose fault was it in this case that the glazier had to be paid?

C. It was the little girl's fault.

T. What had she done?

C. She had broken the window with her arm.

T. How did it happen that she was so near the window as to push her arm through it?

C. She was playing on the window-sill.

T. Where should children not sit when they play?

C. Children should not sit on the window seat to play.

T. Why?

C. Because they might easily break the window.

T. Once I saw a little boy throwing stones in the street. All of a sudden I heard a crash. What crashed?

C. A pane of glass in the window.

T. Yes, for a stone had done—what?

C. It had hit the pane of glass.

T. And why did the pane crash so?

C. Because it was broken.

T. What had broken it?

C. A stone had broken it.

T. And who had thrown the stone?

C. A little boy had thrown the stone.

T. Where had he been throwing stones?

C. He had been throwing stones in the street.

T. Where can a stone easily fly when boys throw them in the street?

C. They can easily fly against the window panes.

T. What should children never throw?

C. Children should never throw stones.

T. Once I read such a sad story. A little maiden opened the window, and peeped out, then she leant out further to look into the street, lost her balance, and fell

down into the road below. 'She was taken up quite dead. Why did the little maiden fall out of the window ?

C. Because she leant out too far.*

T. What must people be careful not to do when they are looking out of the window ?

C. They must be careful not to lean out too far.

T. If they do, what may happen to them ?

C. They may fall out of the window, and be killed.

T. What must that little girl's father and mother have felt when they knew she was killed by her fall ?

C. They must have felt very sad.

T. Now repeat to me all the things we may not do to a window.

IX. WHAT CAN HAPPEN TO A WINDOW.

T. You have already told me that windows are often cleaned. Why must they be cleaned ?

C. Because they are dirty.

T. So what can windows get to be ?

C. Windows can get to be dirty.

T. What can happen to window panes ?

C. Window panes can break.

T. Tell me the way in which they may break. Think of the child pushing its head through them.

C. The window panes may break, if a child pushes its head hard against them.

T. Tell me another way in which window panes may break ? Think of the child who sat on the window seat.

C. The window panes may break, if a child knocks them with his arm.

T. Tell me a third way in which window panes may be broken—smashed to bits. Think of the little boy who threw stones.

C. The window panes will be smashed, if stones are thrown against them.

T. I know something else which may break the windows. If there is a great storm, drops of ice often fall out of the sky. What are those ice drops called? do you know?

C. Yes, they are called hailstones.

T. What is likely to happen to the window panes if the hailstones come against them?

C. The window panes will be likely to break, if the hailstones come against them.

T. Is it anybody's fault if the windows break in a hail-storm?

C. No, it is nobody's fault if the windows break in a hail-storm.

T. A very wonderful thing is seen upon the windows in winter-time. Have you noticed what they look like when the weather is cold and frosty?

C. The windows are covered with white stuff when the weather is cold and frosty.

T. What is the white stuff that covers the window panes?

C. The white stuff that covers the window panes is frost.

T. What do we say the windows are then?

C. We say the windows are frosted.

T. With what are they frozen over?

C. They are frozen over with the frost.

T. But the frost looks very curious on the windows. Which of you have seen a frosted window? Several? Well, now think; does not the window look as if pictures had been drawn on it?

C. Yes, it does.

T. What kind of pictures?

C. Pictures of flowers and trees and castles.

T. What colour are these pretty pictures ?

C. These pretty pictures are white.

T. Do you know what those pictures are called, seeing that they are made of ice ?

C. Seeing the pictures are made of ice, they are called ice pictures.

T. What then do we see on the windows in winter ?

C. We see ice pictures on the windows in winter.

T. Do the flowers in the ice pictures smell ?

C. No, they do not smell.

T. So what have ice flowers not got ?

C. Ice flowers have no smell.

T. What makes the ice pictures disappear from the window panes ?

C. A fire in the room makes them disappear from the window panes.

T. What does the room become when a fire is lit in it ?

C. The room becomes warm when a fire is lit in it.

T. When the room becomes warm, what happens to the frozen windows ?

C. The frozen windows get thawed.

T. What happens to the ice upon them ?

C. The ice upon them melts.

T. And what melts with it ?

C. The ice pictures melt with it.

T. Into what does the ice change ?

C. The ice changes into water.

T. And into what do the ice pictures change too ?

C. The ice pictures change into water too.

T. What destroys the ice pictures ?

C. The warmth of the room destroys them.

T. Whence comes the warmth ?

C. The warmth comes from the fire.

T. I know something else which very quickly destroys the pretty ice pictures. This something is up in the sky, and sends out heat. What do I mean?

C. You mean the sun.

T. Yes, I do; and what does the sun send out?

C. The sun sends out the warmth.

T. Where does it send its heat?

C. It sends its heat on the earth.

T. So if the sun shines warm on the frozen window panes, what happens to the ice pictures?

C. The ice pictures melt when the sun shines on them.

T. What makes them melt?

C. The heat of the sun makes them melt.

T. I know another means of melting them very fast. Breathe on your hand (*look, just as I do*). How does the breath from your mouth feel on your hands?

C. It feels warm on our hands.

T. What feels warm?

C. Our breath feels warm.

T. Now if we breathe our warm breath on a frozen window, what will the window become?

C. The window will become warm.

T. And what will melt off the panes?

C. The ice pictures will melt off the panes.

T. What will make them melt?

C. Our warm breath will make them melt.

T. So if we want to melt the ice pictures, all we have to do is what?

C. All we have to do is to breathe on the ice pictures, if we want them to melt.

T. So what are the three ways of melting ice pictures off the window panes?

C. The heat of the fire, the heat of the sun, and our breath will melt ice pictures off the window panes.

T. Now repeat to me all that can happen to a window.
If dust blows on it, what does it become?

C. It becomes dirty.

T. What can happen to the window, if it is knocked, or pushed, or hit by stones?

C. It breaks if it is knocked, or pushed, or hit by stones.

T. What comes on the window in cold frosty weather?

C. Ice pictures come on the window in cold frosty weather.

X. WINDOW DECORATIONS.

T. Many people like to see the window look smart.
What do they hang before it then?

C. They hang curtains before it.

T. What colour are the curtains generally in summer?

C. In summer the curtains are generally white.

T. Curtains are also of other colours than white. What colours are they sometimes?

C. They are red, green, blue, yellow, etc., sometimes.

T. Many people have something in the window, which they can let down if the sun shines too brightly through the window. What is that thing?

C. It is a blind.

T. Why do people let the blinds down before the window?

C. They let the blinds down before the window to shut out the sun.

T. What colours are blinds?

C. They are white, green, blue, red, checked, etc.

T. Sometimes one sees some lovely things before the windows. What do I mean?

C. You mean flowers.

T. Tell me some flowers you have seen before windows.

C. We have seen geraniums, roses, hyacinths, primroses, etc.

T. What are the flowers put before the windows for?

C. Flowers are put before the windows to look pretty.

T. Many people hang flowers in the windows. What do they hang them in?

C. They hang them in baskets.

T. To what are the baskets hung?

C. The baskets are hung to the top of the window frame.

T. People who live on ground-floors often put something before their windows to prevent passers by from seeing in. What do they put there?

C. They put wire blinds or screens.

T. Why do they put wire blinds there?

C. To prevent passers by from seeing into their room.

(*If the children are likely to have seen an illumination, the candles used can be mentioned.*)

T. Now repeat to me all the things that can be placed about a window.

XI. USE.

T. How would it be in this room if there were no window?

C. It would be dark if there were no window.

T. But as we have a window, what is the room?

C. The room is light, as we have a window.

T. What then comes through windows?

C. Light comes through windows.

T. Whence comes the light that comes in the room through the windows?

C. The light that comes in the room through the windows comes from the sun.

T. What is the use of windows in a room?

C. The use of windows in a room is to let in light.

T. If it gets very hot in this room, what can we do to make it cooler ?

C. If it gets very hot in this room, we can open the window.

T. What passes out of the window then ?

C. The heat passes out of the window.

T. And what will come into the room from outside ?

C. The cool air will come into the room from outside.

T. What then can we let out through windows ?

C. We can let heat out through windows.

T. And what can we let in through windows ?

C. We can let cool air in through windows.

T. Then windows are also used for what ?

C. Windows are also used to let out hot air, and to let in cool air.

T. Sometimes there is a bad smell in a room, or the chimneys smoke, and fill the room with smoke, or there is a great deal of dust in the room. When any of these things is the case, what is the air in the room, good or bad ?

C. The air in the room is bad, if any of these things is the case.

T. So there can be what sort of air in a room ?

C. There can be bad air in a room.

T. If one wants to let the bad air out of the room, what does one open ?

C. One opens the window.

T. What sort of air then goes out of the window ?

C. Bad air goes out of the window

T. What sort of air comes in through the window ?

C. Good air comes in through the window.

T. So what sort of air can we let in through the window ?

C. We can let in good air through the window.

T. Now we have found another use for the windows.
What can we let out through them?

C. We can let out bad air through them.

T. And what can we let in through them?

C. We can let in good air through them.

T. Now all repeat together. We can let out bad air
and let in good air through the window.

T. Now repeat the uses of a window. First, as to light.

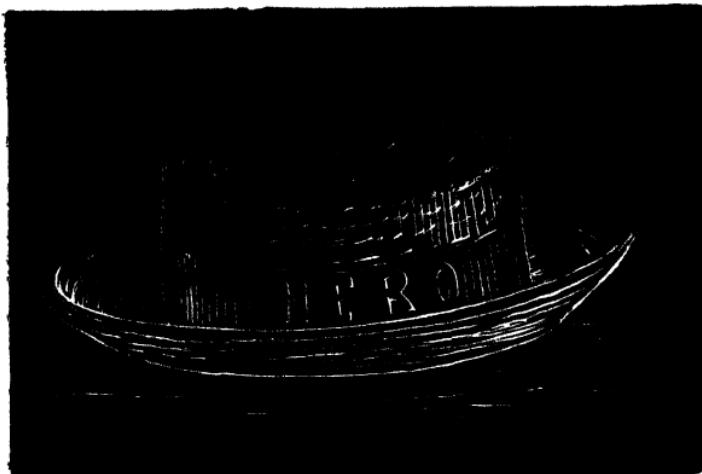
C. To let in light.

T. Second, as to heat and cold.

C. To let out heat, and to let in cold air.

T. Third, as to bad and good air.

C. To let out bad air, and let in good.



IV. ARTICLES OF CLOTHING.

1. *A BOY'S HAT.*

I. NAME AND KIND.

T. What is this object that I have in my hand ?
C. The object that you have in your hand is a hat.
T. Whose hat is this ?
C. That hat belongs to Dick.
T. What is Dick ?
C. Dick is a boy.
T. What kind of hat is this, since it belongs to a boy ?
C. It is a boy's hat, because it belongs to a boy.
T. What sort of hat have I in my hand ?
C. You have a boy's hat in your hand.
T. Say it all together. You say it alone, Alice, Tom.
Now let us see what kind of thing a boy's hat is really.
Is a boy's hat an animal, or a flower ?

C. No, a boy's hat is not an animal, nor is it a flower.

T. Come to me, little Tom. What has Tom on his head now?

C. Tom has nothing on his head now.

T. What has he upon his head now?

C. He has a hat upon his head.

T. With what thing have I covered his head?

C. You have covered his head with the hat.

T. What part of the body is covered with the hat?

C. The head is covered with the hat.

T. A thing by which something is covered is called a covering. What do you call such a thing?

C. A thing by which something is covered is called a covering.

T. Something is covered by a hat; what is it?

C. The head is covered by a hat.

T. Therefore what is a hat?

C. A hat is a covering.

T. What kind of covering is a hat, since it covers the head?

C. A hat is a head covering.

(*Very likely the children will not be able to find this expression; the teacher must therefore tell it to them.*)

T. Say it all together. Once again. You might all say it once more.

C. The hat is a covering for the head.

T. A great many boys do not cover their heads with a hat, but they cover it with something else. What else?

C. They cover their heads with a cap.

T. What is a cap then?

C. A cap is a covering for the head.

T. With what do soldiers cover their heads?

C. Soldiers cover their heads with helmets.

T. Therefore what is a helmet?

C. A helmet is a covering for the head.

T. Can you tell me some other coverings for the head, belonging to soldiers?

C. Forage caps, military caps, busbies, shakoes, all belong to soldiers.

T. What is a hat for a girl?

C. A hat for a girl is a covering for the head.

T. What has your mother sometimes put upon her head before she was quite dressed?

C. Mother has put a cap upon her head before she was quite dressed.

T. What is mother's cap then?

C. Mother's cap is a covering for the head.

T. And what do you call the handkerchiefs which the gipsies often wind round their heads?

C. The handkerchief is a covering for the head.

T. Tell me once again all the coverings for the head which you have just learnt. Can any child name some other coverings for the head?

C. Nightcaps are coverings for the head.

II. DIFFERENT KINDS OF HATS.

T. We know what this hat is. But surely you remember there are different kinds of hats, or are all hats alike?

C. No, all hats are not alike.

T. What did we call this hat before, since it belonged to a boy?

C. We called it a boy's hat, as it belonged to a boy.

T. And what do we call all the hats which are made for boys?

C. We call them all boys' hats.

T. What hats are there?

C. There are boys' hats.

T. What do we call the hats which girls wear ?
 C. We call the hats which girls wear, girls' hats.
 T. What other hats are there ?
 C. There are girls' hats.
 T. There are so far two kinds of hats. Who will name them alone ?
 C. The two kinds of hats are boys' hats and girls' hats.
 T. Say it all together. Tom, say it alone. Peter, my little man, tell me now what we call the hats which men wear.
 C. We call the hats which men wear, men's hats.
 T. I thought that you would know it. Now, Gertrude dear, can you tell me what the hats are called which ladies wear ?
 C. The hats are called ladies' hats.
 T. Thus we have again learnt two kinds of hats. Who knows what they are ?
 C. The two kinds of hats are hats for men and hats for ladies.
 T. What is the colour of this hat ?
 C. The colour of that hat is black.
 T. What kind of hat is it, since it is black ?
 C. It is a black hat.
 T. Have you seen other hats which are of a black colour ?
 C. Yes, I have seen other hats which are of a black colour.
 T. Surely you have seen hats which were not of a black colour. What colour are a great many hats ?
 C. A great many hats are of a green colour.
 T. What kind of hats are there as well ?
 C. There are green hats as well.
 T. What men generally wear green hats ?
 C. Huntsmen generally wear green hats.

T. What other colour are hats sometimes?

C. Hats are sometimes of a grey colour.

T. What other kinds of hats are there?

C. There are also grey hats.

T. Think again, if you have not seen a hat which was of another colour. Little Albert has seen a hat of another colour. Now what colour was it?

C. The hat was of a brown colour.

T. Quite right, Albert, my boy. What other kind of hats are there?

C. There are brown hats.

T. Let me hear again if you know the different kinds of hats which there are when you think of the colours.

C. There are black, and green, and grey, and brown hats.

T. Well done! Now I want to know of what material this hat is made.

C. The hat is made of felt.

T. What sort of hat is it, seeing that it is made of felt?

C. It is a felt hat.

T. What hats are there then?

C. There are felt hats.

T. Some hats appear black, and shine brightly. What are those hats made of?

C. Those hats are made of patent leather.

T. What other hats are there then?

C. There are hats made of patent leather.

T. Of what are those hats manufactured, which are very frequently worn in summer? They are generally yellow, and are very light.

C. They are manufactured of straw.

T. What do we call those hats which are manufactured of straw?

C. We call those hats straw hats.

T. What other hats are there?

C. There are straw hats as well.

T. Now I have often seen ladies' hats, which for the most part are black, but they feel very soft indeed. What are those hats made of?

C. Those hats are made of velvet.

T. What kind of hats are those then?

C. They are velvet hats.

T. What other sorts of hats are there?

C. There are velvet hats.

T. Now who can tell me once again all the different kinds of hats there are, and of what materials the hats are made?

C. The materials of which hats are made are felt, patent leather, straw, and velvet. There are felt hats, patent leather hats, straw hats, and velvet hats.

T. It is cold in winter. Therefore in winter we wear hats which keep the head warm. What kind of hat do we wear in winter?

C. We wear a warm hat in winter.

T. What should you call those hats which you put on in winter?

C. We should call them winter hats.

T. Then what other hats are there?

C. There are winter hats.

T. But at what time of the year should we not put on such a warm hat?

C. We should not put on such a warm hat in summer.

T. Why would you not put on a warm hat in summer?

C. Because it is hot weather.

T. Of what are the hats usually made which men and women wear in summer?

C. The hats which men and women usually wear in summer are made of straw.

T. What kind of hats are worn in summer?

C. Straw hats are worn in the summer.

T. What should you call all such straw hats, since they are worn in summer?

C. We should call them all summer hats.

T. How would you call all the hats generally, which are only worn in summer?

C. We should call them generally summer hats.

T. What other kind of hat is there then?

C. There are also summer hats.

T. There again we have learnt two other kinds of hats. What are the hats called which are worn in winter? and what do you call the hats worn in summer?

C. The hats are called winter and summer hats.

T. What two kinds of hats are there?

C. There are winter and summer hats.

T. All of you say that. Robin, Victor, each say it alone. Now let us hear if we all know the different kinds of hats there are. If you think of who wears the hats, what kind of hats are there?

C. If boys wear the hats, there are boys' hats; if girls, girls' hats; if men, men's hats; if women, women's hats.

T. If you think of the colour of hats, what kind of hats are there?

C. There are black hats, green hats, grey hats, and brown hats.

T. What kind of hats are there, if you consider of what material they are made?

C. There are felt hats, patent leather hats, straw hats, and velvet hats.

T. What kind of hats are there, if you consider the time of year in which they are to be worn?

C. There are winter hats and summer hats.

III. PARTS OF A HAT.

T. Now you shall tell me what are the parts of this hat. To do this you must look very closely at the hat. Now, who sees something that the hat has? You, Peter?

C. The hat has a brim.

T. Well done. What part has a hat then?

C. A hat has a part called a brim.

T. Everybody say it. I should like to hear it once again. What do you call this part, the top of the hat here?

C. The top of the hat is called the crown.

T. What part has a hat besides?

C. A hat has a crown besides.

T. What do you see twisted round the hat?

C. I see a ribbon twisted round the hat.

T. There again you have another part of a hat. What part?

C. The part of a hat called a ribbon.

T. What part has a hat as well?

C. A hat has a ribbon.

T. Now look inside the hat. What do you see inside the hat?

C. I see a lining inside the hat.

T. To what object does the lining belong?

C. The lining belongs to the hat.

T. What is the lining in regard to the hat?

C. The lining in regard to the hat is a part of the hat.

T. What else has a hat then?

C. A hat has a lining.

T. Let me hear if you know each particular part which belongs to a hat. Who will say the most parts rightly?

C. The brim of a hat, the crown of a hat, the ribbon of a hat, the lining of a hat.

IV. THE MAKER OF A HAT.

T. Now I should very much like to know who made the hat. Can you tell me that? Was it made by a confectioner?

C. No, it was made by a hatter.

T. What does a hatter make?

C. A hatter makes hats.

T. But, children, a hatter does not make all kinds of hats. Perhaps you know what sort of hats a hatter does not make.

C. A hatter does not make straw hats.

T. Who makes the straw hats?

C. A straw plaiter makes the straw hats.

T. And perhaps, little girls, you know to whom your mother goes when she wishes to buy a velvet hat.

C. Mother goes to a milliner when she wishes to buy a velvet hat.

T. Who makes the velvet hats for ladies?

C. A milliner makes velvet hats for ladies.

T. Repeat that all again. Who makes the felt hats? Who makes the straw hats? Who makes the velvet hats?

C. A hatter makes the felt hats, a straw plaiter makes the straw hats, a milliner makes the velvet hats.

V. USE.

T. Why do boys have hats?

C. Boys have hats to wear.

T. Where do boys wear their hats?

C. Boys wear their hats on their heads.

T. Why do boys wear their hats on their heads in winter?

C. Boys wear hats on their heads in winter to keep themselves from being frozen.

T. What part of their bodies do they wish to prevent being frozen?

C. They wish to prevent their heads from being frozen.

T. So then what do boys wear upon their heads?

C. Boys wear hats upon their heads.

T. If you have a hat on your head, what cannot come to the head?

C. The cold cannot come to the head.

T. The hat is a protection from what?

C. The hat is a protection from the cold.

(It depends whether the hat is being spoken of in winter or in summer. In the latter case, begin with the following.)

T. But you do not only put your hat on when it is cold, you put it on when it is warm as well. When is it warm out of doors?

C. It is warm out of doors in summer.

T. When do you put your hat on?

C. We put our hats on in summer.

T. If you were not to put a hat on in summer, would your head be frozen?

C. No, my head would not be frozen.

T. Why would your head not be frozen?

C. Because in summer it is hot.

T. In winter it is cold. But what is it not in summer?

C. It is not cold in summer.

T. What is it then in summer?

C. It is hot in summer. There is heat in summer.

T. Where does the heat come from in summer?

C. The heat comes from the sun.

T. How does the sun shine in summer?

C. The sun shines hot in summer.

T. Now if you were to go out of doors in the summer, and had no hat on your head, what would you have shining on your bare head?

C. We should have the sun shining on our bare heads.

T. And how would the sun shine on your bare head?

C. It would shine very hot upon our bare heads.

T. But is it pleasant when the sun burns very hot upon the head?

C. No, it is not pleasant when the sun burns very hot upon the head.

T. Now perhaps you can tell me why we wear hats in summer as well as in winter.

C. We wear hats in summer as well as in winter, because the sun shines very hot upon our heads in summer.

T. The sun gives out a great heat in summer. From what should the hat protect us in summer?

C. From the heat.

T. What does a hat protect us from in winter?

C. A hat protects us from the cold in winter.

T. Now which of you will say all that over to me again?

You can begin thus: A hat protects us in summer from the heat, and in winter a hat protects us from the cold. But now I know another reason why children and grown-up people wear hats. Just think, if this were autumn, and a very cold rain were to fall from the skies, and you were to go out of doors in the rain, what would your heads become?

C. Our heads would become quite wet, if we were to go out of doors in the rain.

T. Would you find it pleasant to have your head wet?

C. No, it would not be pleasant to have our heads wet.

T. No, you might be made ill by it. What would you do, so that your heads should not become wet?

C. We should put our hats on our heads.

T. What would the hat protect you from?

C. The hat would protect us from the rain.

T. And then the head would not become what?

C. The head would not become wet.

T. Where could the wet not come?

C. The wet could not come upon the head.

T. As the hat kept off the wet, from what did the hat protect us?

C. The hat protected us from the wet.

T. Thus we have found three different kinds of things from which the hat protects us. Who knows what they are?

C. The hat protects us from cold, heat, and from wet.

T. And lastly, I know another reason why we wear hats. When it has not rained for a long time in summer, what lies upon the ground in the streets?

C. Dust lies upon the ground in the streets.

T. And when a carriage drives quickly over the dusty road, what happens to the dust?

C. It flies and whirls about.

T. Or what happens if the wind blows the dust?

C. It flies up in the air.

T. What does such a quantity of dust whirling and flying about look like?

C. The dust whirling and flying about looks like a cloud.

T. Do you know what such a quantity of dust whirling about the street is called?

C. It is called a cloud of dust.

T. Now if a boy were to come into such a cloud of dust, and he had no hat on his head, what would his head be covered with?

C. His head would be covered with dust.

T. His hair would become quite full of what?

C. His hair would become quite full of dust.

T. But how could this be prevented?

C. By having his hat on his head.

T. From what is a hat a protection?

C. A hat is a protection from dust.
T. Now repeat to me all that a hat protects us from.
C. A hat protects us from cold, heat, wet, and dust.

VI. USES.

T. Now let us hear over again all that you can do with your hat. Jane, when you go home by-and-by, what will you do with your hat, as soon as you are out of school?

C. I shall put my hat on my head.
T. What can you do with your hat then?
C. I can put it on my head.
T. But what will you do with your hat before you enter the room in your house?
C. I shall take my hat off before I enter the room at home.

T. What else, then, can you do with your hat?
C. I can take my hat off my head.
T. Peter and Lina, both say together what you can do with your hats. Say it all together.

C. We can take our hats off, and we can put our hats on.

T. Where should you never keep your hat on your head?

C. We should never keep our hats on the head in a room.

T. Therefore what must you do every time before entering a room?

C. We must take our hats off our heads before entering a room.

T. Now when you go into the street, and you meet your uncle or your aunt on the way, what will you do with your hat?

C. We shall take our hats off.

T. Many boys only raise their hats a very little when

they greet anybody. (*Show them how they do it.*) Does this look pretty?

C. No, it does not look pretty.

T. How must you take off your hat when you greet somebody?

C. We should take our hats quite off.

T. Yes, quite off. Come to me, Frank, and show me how you must take your hat off when you greet anybody.

(*Here is an opportunity to give an especial lesson to the children about the right way of taking their hats off. Take them all together, and let them practise the movement.*)

T. But we can do a great deal more with the hat. What am I doing with the hat now?

C. You are hanging the hat up.

T. What can be done with a hat besides?

C. A hat can be hung up besides.

T. What am I doing with the other hat?

C. You are laying the hat down.

T. What can be done with a hat as well?

C. A hat can be laid down as well.

T. What do you do with a hat when it is full of dust?

C. We brush a hat, when it is full of dust.

T. What further have you learnt regarding a hat?

C. We have learnt further, that a hat can be brushed.

T. When the colour of a hat is faded, what can be done to a hat to restore again its beautiful colour?

C. A hat can be dyed, to restore its beautiful colour again.

T. What can be done to a hat besides?

C. A hat can be dyed also.

T. Now let everybody repeat all over again what they have learnt respecting a hat.

C. We have learnt to put on a hat, and to take a hat off, to hang up a hat, to lay a hat down, to brush a hat, and to dye a hat.

VII. WHAT NOT TO DO WITH A HAT.

T. Now if some dust was lying upon a seat, and a boy were to place his hat upon this seat, what would the hat become?

C. The hat would become dusty.

T. Therefore where should the hat not be placed?

C. The hat should not be placed where it is dusty.

T. Where should a hat not be allowed to fall?

C. A hat should not be allowed to fall in the dust.

T. The deal boards of a floor are often somewhat dirty. So where should a hat not be allowed to fall?

C. A hat should not be allowed to fall on the deal boards of a floor.

T. When you go into a house, you take your hat off. Then may you put your hat down just where you like?

C. No, we may not put our hat down just where we like.

T. What must you do then?

C. We must hang it up tidily.

T. When you leave the house, and you perceive that the hat is not clean, what must you not do in that case?

C. In that case we must not put the hat on.

T. Why must you not put the hat on?

C. We must not put the hat on, because it is dirty.

T. What must you do first?

C. We must first brush the hat before we put it on.

T. I once saw a boy, who took his hat, and for fun beat another boy with it. How would a hat become by doing this?

C. By doing that, a hat would become badly bent.

T. So what else should never be done with a hat?

C. We should never use a hat to beat with.

T. Again, I once saw a boy who threw his hat up into

the air like a ball, and caught it again. How would his hat become by this treatment ?

C. His hat would become badly crushed by this treatment.

T. What besides should never be done with a hat ?

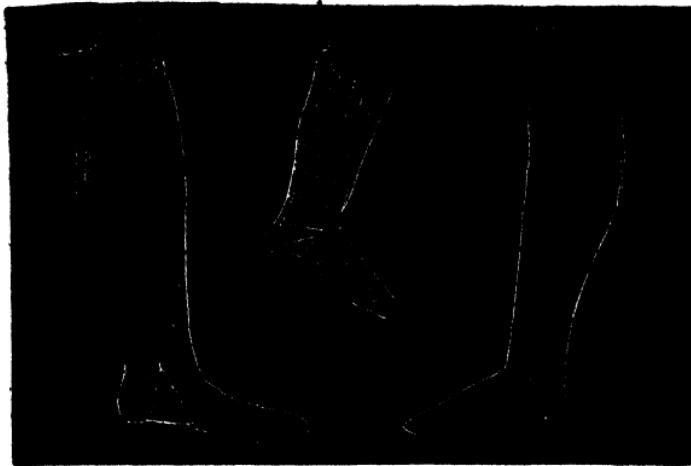
C. A hat should never be thrown up into the air in play.

T. You should never do anything with a hat, that would spoil it. How should you keep your hats ?

C. We should keep our hats carefully and well.

T. Now repeat to me all that you have learnt about what you may not do with a hat.

C. We may not let our hats get dirty, or bent, or crushed, and we must never beat any one with our hats, and we must never play a ball with our hats.



2. A STOCKING.

(For this lesson a woollen and a cotton stocking and a sock are required.)

• I. NAME AND PLACE.

T. What is this that I have in my hand ?
C. You have a stocking in your hand.
T. What kind of a thing is it ?
C. It is a stocking.
T. All of you say that. Betty, you say it alone. How many stockings are there ?
C. That is only one stocking there.
T. Where have I put the stocking now ?
C. You have put the stocking upon the table, upon the book, glass, chair, window seat, etc.
T. Where is the stocking lying now ?
C. The stocking is lying in the hat (in the big basket, in the workbox, in the pocket).
T. Where is the stocking lying now ?

C. The stocking is lying under the basket, hat, chair, gloves, book.

T. Now where is the stocking lying ?

C. In the hat, in the little basket, in the table drawer, in the pocket.

T. Between which two things is the stocking lying now ?

C. The stocking is now lying between the glass and the gloves, between the gloves and the hat, between the book and the basket.

T. Can you still say the stocking is lying down ?
(*hanging the stocking on the wall.*)

C. No, we cannot say the stocking is still lying down.

T. What must you say then ?

C. We must say the stocking is hanging up.

T. Where is the stocking hanging up ?

C. The stocking is hanging up on the wall.

T. Where is the stocking hanging now ?

C. The stocking is hanging up on the window bolt.

T. Where is it hanging now ?

C. It is hanging on a nail in the wall.

T. Where else could I hang up the stocking ?

C. You could hang the stocking upon the clothes rack, and upon the door handle.

T. Then where could I put the stocking away ?

C. You could put the stocking away in the pocket, muff, table drawer, cupboard, etc.

T. Where can a stocking lie ? Where can it be hung up ?

II. KIND OF STOCKING.

T. What am I doing with the stocking now ?

C. You are putting the stocking on Peter's foot.

T. On what part of our bodies do we wear our stockings ?

C. We wear our stockings on our feet.

T. But the stockings do not only cover our feet; what part of our bodies do they cover besides?

C. The stockings cover our legs as well as the feet.

T. How high up do our stockings come?

C. Our stockings come up as high as our knees.

T. We put on our stockings; what else do we put on?

C. We put on shirts, trousers, coats, hoods, frocks, jackets, boots, waistcoats, etc.

T. What are all those things called, which are worn?

C. The things which are worn are called clothes.

T. You see that the clothes which are put on consist of different articles. Which article of clothing do we put on our feet?

C. We put stockings on our feet.

T. Which article do we wear round the neck? the arms?

C. We wear a neckerchief round our necks, and the sleeves of a jacket cover our arms.

T. What then do we call a jacket, since it is a part of our clothing?

C. We call a jacket a garment, since it is a part of our clothing.

T. What kind of thing is a garment then?

C. A jacket is a garment.

T. What other things are garments?

C. Coats, waistcoats, trousers, hats, shirts, petticoats, frocks, bonnets, are all garments.

T. Accordingly, what could we call all the things which we wear?

C. We could call all the things which we wear garments.

T. Therefore what is a stocking?

C. A stocking is a garment.

T. All of you say that. Charlie, Albert, each of you



say it by yourselves. Now tell me all the garments which boys wear, and then tell me all those which girls wear.

III. THE VARIOUS PARTS OF A STOCKING.

T. Now let us see what parts a stocking has. The little girls will surely have a good deal to say about that. What do we call the whole of this lower part?

C. We call the whole of the lower part the foot.

T. What has a stocking then?

C. A stocking has a foot.

T. And what do we call the whole of the remaining part of the stocking? (*If the children do not know this, then tell them.*)

C. The whole of the remaining part of the stocking is called the leg.

T. What has a stocking as well as a foot.

C. A stocking has a leg as well as a foot.

T. Those are the two principal parts of a stocking.

What then are the two principal parts of a stocking?

C. The foot and the leg are the two principal parts of a stocking.

T. Therefore what two things has every stocking?

C. Every stocking has a foot and a leg.

T. Now we will see what are the parts of a foot. What do you call this part of the foot of the stocking?

C. That part of the foot is called the toe of the stocking.

T. What has the foot of the stocking then?

C. The foot of the stocking has a toe.

T. Now what do you call this part of the foot upon which you tread, when you have the stocking on?

C. We call the part of the foot upon which we tread the sole.

T. What else then has a foot?

C. A foot has a sole besides.

T. And what is this sole called, since it belongs to the foot?

C. This sole is called the sole of the foot, since it belongs to the foot.

T. What has the foot of a stocking as well?

C. The foot of a stocking has a sole as well.

T. Now, I see at the foot here, still another part. This part here. One of the little girls can surely tell me what this part is called.

C. That part of the foot of the stocking is called the heel.

T. What else then has the foot of the stocking, besides the toe?

C. The foot of the stocking has a heel as well as a toe.

T. Therefore, how many parts has the foot of a stocking?

C. The foot of the stocking has three parts.

T. Which of you can name these three parts?

C. The toe, the sole, the heel.

T. What parts then has the foot of the stocking?

C. The toe, the sole, the heel.

T. All of you say it. Paul, you say it by yourself. Now we will look at the leg of the stocking, and see how many parts it has. You will all be able to tell me at once what this upper part of the leg of the stocking is called.

C. The upper part of the leg of the stocking is called the welt.

T. What part has the leg of a stocking?

C. The leg of a stocking has a welt.

T. But now look here; in this part the leg is wider, but lower down the leg becomes again narrower. What is this part called? Rose, you know it surely.

C. The wider part of the stocking is called the calf.

T. What then has the leg of a stocking ?
 C. The leg of a stocking has a calf.
 T. How many parts has the leg ?
 C. The leg has two parts.
 T. What are these two parts called ?
 C. These two parts are called the welt and the calf.
 T. Therefore what has the leg ?
 C. The leg has a welt and a calf.
 T. Well, now we know all the parts of a stocking.
 What is the whole of the lower part called ?
 C. The whole of the lower part is called the foot.
 T. And what is this long part called ?
 C. The long part is called the leg.
 T. What are the parts of the foot of a stocking ?
 C. The parts of the foot of a stocking are the toe, the sole, and the heel.
 T. And what are the parts of the leg of a stocking ?
 C. The parts of the leg of a stocking are the welt and the calf.

IV. THE COLOUR.

T. What is the colour of this stocking ?
 C. The colour of that stocking is white.
 T. Are all stockings white ?
 C. No, all stockings are not white.
 T. What colours are many stockings ?
 C. Many stockings are red, blue, black, grey.
 T. Have you ever seen any stockings which had two colours ?
 C. Yes, we have seen some stockings which had two colours.
 T. What were the colours of the stockings which you saw ?
 C. The colours of the stockings which we saw were red and black, and blue and white, and red and white.

T. What are the colours of a great many stockings then?

C. The colours of a great many stockings are red and white, and blue and white, and red and black.

T. Which stockings soon become dirty?

C. White stockings soon become dirty.

T. Which stockings are not so easily made dirty?

C. The coloured stockings are not so easily made dirty.

T. For that reason, what kind of stockings do children generally wear?

C. Children generally wear coloured stockings, for that reason.

V. MATERIAL.

T. Can any one of you children tell me of what material this stocking is made?

C. The material of which that stocking is made is wool.

T. Now do you know as well from which animal the wool comes, of which this stocking is made?

C. The wool of which that stocking is made comes from the sheep.

T. Where do the sheep have the wool?

C. The sheep have the wool on their bodies.

T. Now, as the wool comes from the sheep, what is the wool called?

C. The wool is therefore called sheep's wool.

T. What is this stocking made of?

C. That stocking is made of sheep's wool.

T. At what time of the year are such kinds of stockings worn, which are made of sheep's wool?

C. The stockings which are made of sheep's wool are worn in winter.

T. Why are stockings made of sheep's wool worn in winter?

C. Stockings made of sheep's wool are worn in winter, because they are warm.

T. What then are stockings made of sheep's wool ?

C. Stockings made of sheep's wool are warm.

T. At what time of the year are stockings made of sheep's wool not worn ?

C. Stockings made of sheep's wool are not worn in summer.

T. What would woollen stockings be in summer ?

C. Woollen stockings in summer would be too warm.

T. Of what are the stockings which we wear in summer not made ?

C. The stockings which we wear in summer are not made of wool.

T. If they are not made of wool, they must be made of something else ; is it not so ?

C. Yes.

T. Here I have a stocking which is not made of wool. Feel it. You feel at once that this stocking is made of something quite different. Now of what is this stocking made ?

(Here in any case the little ones will be obliged to be told the answer. Therefore they must be informed that there is also a kind of wool which grows upon trees.)

T. What is the wool called which grows upon sheep ?

C. The wool which grows upon sheep is called sheep's wool.

T. Now what is the wool called which grows upon trees ?

C. The wool which grows upon trees is called cotton.

T. And look, this second stocking is made of such cotton. This stocking is made of what material ?

C. The material of that stocking is cotton.

T. Of what can stockings be made, as well as of wool ?

C. Stockings can be made of cotton, as well as of wool.

T. Cotton stockings are not so warm as woollen stockings. At what time of the year, therefore, should cotton stockings be worn?

C. Cotton stockings should therefore be worn in summer.

T. Lily, what kind of stockings do you wear in summer?

C. Cotton stockings are worn in summer.

(Silk stockings and thread stockings the children likewise have never seen, and therefore these two materials should be put aside.)

T. Of what materials can stockings be made?

C. Stockings can be made of two materials, wool and cotton.

VI. THE KINDS OF STOCKINGS.

T. A little while ago you told me that there were stockings which were worn in summer. What then are those stockings called?

C. The stockings worn in summer are called summer stockings.

T. What kind of stockings are there then?

C. There are summer stockings.

T. What are those stockings called which are worn in winter?

C. The stockings worn in winter are called winter stockings.

T. What other kind of stockings are there then?

C. There are winter stockings also.

T. Which of you can name these two kinds of stockings?

C. There are summer stockings and winter stockings.

T. What are the stockings called which you wear?

C. The stockings which we wear are called children's stockings.

T. What kind of stockings are there then?

C. There are children's stockings.

T. Who cannot wear children's stockings?

C. Grown-up people cannot wear children's stockings.

T. Why not?

C. Because the children's stockings are too small.

T. What sort of stockings must grown-up people wear, then?

C. Grown-up people must wear large stockings.

T. For whom, then, are there stockings, as well as for children?

C. There are stockings for grown-up people as well.

T. What are the stockings like for grown up-people?

C. The stockings for grown-up people are large.

T. Whom would these large stockings not fit?

C. The large stockings would not fit children.

T. Why not?

C. Because they are too large.

T. For whom are there stockings besides?

C. There are stockings for children besides.

T. And for whom then are there stockings?

C. There are stockings for grown-up people and for children.

T. What are the stockings like for children?

C. The stockings for children are small.

T. What are the stockings like for grown-up people?

C. The stockings for grown-up people are large.

T. What kind of stockings are there then?

C. There are large stockings and small stockings.

T. In the large stockings, Willie, there is again a difference. Does your father ever wear a pair of your mother's stockings?

C. No, father never wears a pair of mother's stockings.

T. Or, Lucy, does your mother ever wear a pair of your father's stockings?

C. No, mother never wears a pair of father's stockings.

T. What kind of stockings does your father wear?

C. Father wears his own stockings.

T. And what kind of stockings does your mother wear?

C. Mother wears her own stockings.

T. Your father is no longer a child. What is he then?

C. Father is a man.

T. Then what are the stockings called which your father wears?

C. The stockings which father wears are called men's stockings. •

T. What other kind of stockings are there then?

C. There are men's stockings.

T. Your mother, Nancy, is no longer a girl. What is she then?

C. Mother is a woman.

T. What are the stockings called which women wear?

C. The stockings which women wear are called women's stockings.

T. What other kind of stockings are there then?

C. There are also women's stockings.

T. Now, again, we have learnt two kinds of stockings. Who knows these two kinds of stockings?

C. The two kinds of stockings are men's stockings and women's stockings.

T. All say that together.

T. Here I have still a third stocking. But this is somewhat different from the two others. What is there different in this stocking from the two others?

C. That stocking is not so long as the other two.

T. What is not so long?

C. The leg is not so long.

T. See here, the leg of this stocking is only half as long as the legs of the others. Do you know therefore what stockings like this are called, because they are only half as long as the others?

C. Stockings like those are called socks.

T. What other kinds of stockings are there as well?

C. There are socks as well.

T. Now if the yarn, of which the stockings are knitted, was very coarse, what would the stockings be?

C. The stockings knitted of coarse yarn would be coarse stockings.

T. But if the yarn was fine, what would the stockings be?

C. The stockings knitted of fine yarn would be fine stockings.

T. What kind of stockings are there as well?

C. There are coarse stockings and fine stockings.

T. Now let us hear if you remember all the different kinds of stockings.

Now think at what time of the year the different kinds of stockings are worn; if they are worn by big people or by little people—if men or women wear them—the length—the different yarns.

VII. THE MAKERS.

T. How are stockings made? you will surely know that, little girls.

C. Our stockings are knitted.

T. Who knits your stockings?

C. Mother knits our stockings

T. What does your mother require to knit your stockings?

C. Mother requires needles and yarn.

T. Do you know how many needles she requires?

C. She requires four needles.

T. What are those four needles called, since they are used for knitting?

C. Those four needles are called knitting needles, since they are used for knitting.

T. But now, if your mother had a great many children, and she could not knit enough stockings, who would help her?

C. The big sisters would help her to knit the stockings.

T. There are persons who knit stockings for other people. What are those persons called?

C. Those persons who knit stockings for other people are called stocking knitters.

T. Who then knits stockings, as well as your mother?

C. Stocking knitters knit stockings as well.

(*In the countries where there are stocking manufacturers, it must be mentioned that stockings are made by machinery, as well as knitted by hand.*)

VIII. USE.

T. Why do people have stockings?

C. People have stockings to wear.

T. At what time in the year do all people put on warm stockings?

C. All people put on warm stockings in the winter-time.

T. Why do people put on stockings in the winter?

C. People put on stockings in the winter, that their legs may not be frozen.

T. From what do stockings protect us?

C. Stockings protect us from the cold.

T. At what time of the year do some people not wear stockings?

C. Some people do not wear stockings in summer-time.

T. What kind of people do not wear stockings in the summer?

C. Very poor people do not wear stockings in the summer.

T. What sort of children do not wear stockings in the summer?

C. Very poor children do not wear stockings in the summer.

T. Very poor children do not wear something else on their feet in the summer; what is it?

C. Very poor children do not wear boots or shoes on their feet in summer.

T. How do poor children go in summer?

C. Poor children go with bare feet in summer.

T. But most people wear stockings in summer. And now I should like to know why they do it. Which looks the nicer, to have stockings on, or not to have stockings on?

C. It looks nicer to have stockings on.

T. Why do some people wear stockings in the summer?

C. Some people wear stockings in the summer, because it looks best.

T. When a lady has on a great many pretty things which look very nice indeed, what do you say this lady makes—a fine what?

C. This lady makes a fine show.

T. Why do people wear pretty things?

C. People wear pretty things to make a fine show.

T. Now if you were to walk in the street in summer, and you had no stockings on, what would your feet become?

C. If we were to walk in the street without stockings on, our feet would become dirty.

T. Why would they become dirty?

C. They would become dirty from the dust.

T. What lies upon the ground in summer?

C. A great deal of dust lies upon the ground in summer.

T. But if you had stockings on, how would your feet be then?

C. Our feet would not be dirty, if we had stockings on.

T. What would they be then?

C. They would be clean.

T. What only would be dirty, if you had stockings on?

C. The stockings only would be dirty.

T. Then from what are stockings a protection?

C. Stockings are a protection from the dust.

T. Why do people especially wear stockings in summer?

C. People wear stockings especially in summer to protect their feet from the dust.

T. And for what other reason do people wear stockings in summer?

C. People also wear stockings in summer to look smart.

T. Why do people wear stockings in the winter?

C. People wear stockings in the winter to protect their feet from the cold.

IX. WHAT CAN HAPPEN TO A STOCKING.

T. What do stockings fall into, when they are old?

C. When stockings are old, they fall into holes.

T. Which part of the stocking first falls into holes?

C. The heels and the toes first fall into holes.

T. When the stockings are in holes, what are they said to be?

C. The stockings are said to be torn when they are in holes.

T. What can be done to stockings then?

C. Stockings can be torn.

T. Many stockings are joined by a seam. If the stockings are a little too tight, what can easily happen to the seam?

C. The seam of the stocking can easily come undone.

T. What do stockings become when the roads are dirty?

C. Stockings become dirty when the roads are dirty.

T. How do stockings become when the roads are dusty ?

C. Stockings become dusty when the roads are dusty.

T. What happens to stockings when people go out in the rain ?

C. When people go out in the rain, stockings become wet.

T. When you have a new pair of stockings, they are generally very tight, but how will they become when you have worn them a few times ?

C. They will become larger when we have worn them a few times.

T. How can stockings become then ?

C. Stockings can become larger.

T. With many stockings it is just the other way ; at first they are too large, but when they have been washed several times, what do they become then ?

C. When they have been washed several times, they become tight.

T. Then for what are they of no further good ?

C. They are of no further good to be worn.

T. How then can stockings become ?

C. Stockings can become too tight.

T. Stockings are very often of a beautiful red colour when new ; but when they have been washed a few times, they look quite a pale red. What has happened to the colour ?

C. The colour has faded.

T. What then can happen to stockings ?

C. The colour can fade out of stockings.

T. What then can happen to stockings ?

C. Stockings can be torn, the seams can come undone, they can become dirty, dusty, wet, too large and too tight, and their colours can fade.

X. WHAT CAN BE DONE TO STOCKINGS.

T. What does your mother do when the stockings are in holes?

C. Mother mends my stockings when they are in holes.

T. The little girls can perhaps tell me what we call it when holes in stockings are mended.

C. We call it darning, when holes are mended in stockings.

T. What then can be done to stockings when they are in holes?

C. When stockings are in holes, they can be darned.

T. But when the whole foot is in such holes, so that darning is of no more use, your mother cuts off the whole foot, and then what does she knit to it again?

C. Mother knits a new foot on to the stocking.

T. What do you say then that mother does to the stocking?

C. Mother re-foots the stocking.

T. What is done to stockings when they are dirty?

C. Stockings are washed when they are dirty.

T. And when they are washed, what next is done to stockings?

C. The next thing which is done to stockings, after they are washed, is to dry them.

T. And what next happens to stockings, after they are dry, to make them look beautifully smooth again?

C. After stockings are dry, they are mangled.

T. That is three things which can be done to stockings. Who knows them all three?

C. Stockings can be washed, dried, and mangled.

T. What must you do to your stockings in the evening, before you get into bed?

C. We must pull them off.

T. What can you do with stockings ?
C. We can pull stockings off.

T. What do you do with your stockings when you get up ?
C. We pull our stockings on when we get up.

T. What is done to stockings, in order to see whether they have been washed clean inside ?
C. To see whether stockings are clean inside, they must be turned inside-out.

T. What then can be done to stockings ?
C. Stockings can be turned inside-out.

T. How are stockings prevented from slipping down ?
C. To prevent stockings from slipping down, they must be kept up by garters.

T. How are garters fastened ?
C. Garters may be fastened by buckles or hasps, or garters may be elastic.

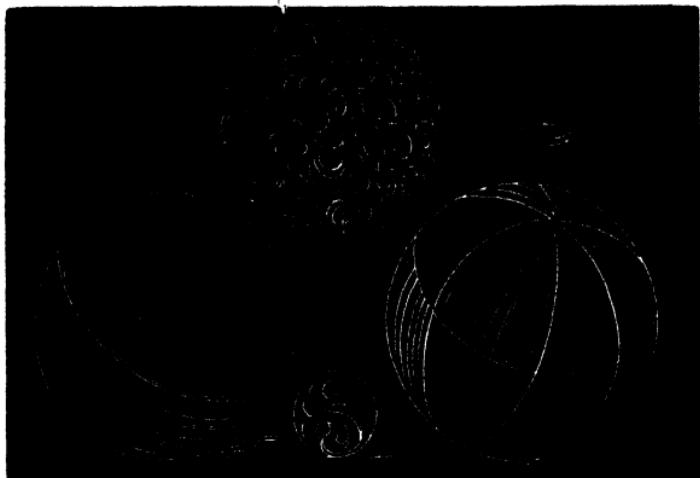
T. Garters should not be too what ?
C. Garters should not be too tight.

T. What does your mother work in the stockings, that they should not be mixed in the wash ? (*Show it in a stocking.*)
C. Mother works letters and figures in the stockings, that they should not be mixed in the wash.

T. What is it called when mother works letters and figures in stockings ?
C. When mother works letters and figures in stockings, it is called marking.

T. What then can be done to stockings ?
C. Stockings can be marked.

T. Now repeat all the things that can be done to stockings.



V. PLAYTHINGS.

1. *THE BALL.*

(*The teacher should provide herself with an india-rubber ball, and also one of leather, and one of wool. She should also have an egg, a glass ball, a bullet, some small shot, and a pea.*)

I. NAME AND NUMBER OF BALLS.

T. What do I hold in my hand ?
C. You hold a ball in your hand.
T. What is this object ?
C. It is a ball.
T. Say that all together. Now, Katie, say it alone. Say it once more all together. •
T. How many balls do I hold in my hand ?
C. You hold one ball in your hand.

T. Are you sure I have not two balls in my hand?

C. Yes, quite sure.

T. Say all together, "You have one ball in your hand" (then individually).

T. If I had another ball, how many balls should I have?

C. You would have two balls, if you had another.

T. How many balls will one ball and yet one more ball make?

C. One ball and one more ball will make two balls.

II. OWNER.

T. To whom does this ball belong?

C. This ball belongs to you.

T. Which of you has a ball?

C. I have, I have.

T. To whom does the ball belong which you have, Jack?

C. It belongs to me.

T. And to whom does the ball belong which you have, Emma?

C. It belongs to me.

T. Who gave you your ball, Emma?

C. Mother gave it me (or brother or sister, etc.).

T. When did she give you your pretty ball?

C. On my birthday, or Christmas Day, etc.

T. Where were you when she gave it you?

C. I was in the garden, or bedroom, or sitting-room, etc.

T. What did you say for that lovely ball?

C. I said, "Thank you very much."

T. What do good children say to any one who gives them a present?

C. Good children say thank you very much to any one who gives them a present.

III. PURPOSE AND KIND.

T. What can children do with a ball ?
C. Children can play with a ball.
T. For what do people give children balls ?
C. People give children balls to play with.
T. What is a ball for ?
C. A ball is to be played with.
T. What do children call a thing which is to be played with ?
C. They call it a plaything or a toy.
T. Then what is a ball ?
C. A ball is a plaything or a toy.
T. Children have other playthings besides balls. What are they ?
C. They have boxes of bricks, soldiers, guns, tops, drums, whips, etc.
T. What playthings do little girls like best ?
C. They like dolls, and cradles for them, and dolls' houses, and little carriages.
T. What toys do little boys like best ?
C. They like guns, drums, bricks, whips, and carts and horses.
T. Which of you has a drum ? Which of you has a doll's house ? Who has a box of soldiers ? What do you play with at home, Meta ? You, Bertie ? Now each little child is to name one toy.

IV. POSITION OR PLACE.

(The teacher must move the ball according to her question.)

T. Where is my ball now ? •
C. It is on the table.
T. Now where is it ? *(On the chair.)* Now ? *(On the*

floor.) Now? (On the window seat.) Now? (In your hand.)

T. Where have I put the ball now?
C. You have put it in your pocket.
T. Now?
C. On the chimney-piece.
T. Now look, between which two things have I put the ball?
C. You have put it between your two hands.
T. And now?
C. Between two books.
T. And now?
C. Between two of your fingers.
T. Where have I put it now?
C. You have put it now between the clock and the vase.
*T. Now see, *under* what is the ball placed?*
C. The ball is placed under your hand.
T. And now where is it placed?
C. It is placed under your feet.
T. Now?
C. Under the table.
T. What object is the ball near now?
C. It is near the ink-bottle.
T. Now?
C. Now it is near the nosegay of flowers.
T. Before what is the ball now lying?
C. Now the ball is lying before the fender.
T. Now?
C. Before Jane, etc.
T. Behind what have I put the ball?
C. You have put the ball behind that slate.
T. And now behind what have I put the ball?
C. You have put it behind the blackboard, behind the window blind.

T. Now see over what objects I hold the ball.
C. You are holding it over your head now—now over
 Jack's nose—now the ink-bottle—now over the table.

V. SHAPE.

T. What shape is the ball ?
C. The ball is round.
T. What shape is your ball, Susan ?
C. My ball is round.
T. And what shape is yours, Harry ?
C. Mine is round too.
T. What shape are all the balls you have seen ?
C. They are all round.
T. Have you ever seen a square ball ?
C. No, never.
T. All balls then are— ?
C. All balls are round.
T. Look at this thing which I hold in my hand. What
 is it ?
C. It is a glass globe.
T. What shape is this glass globe ?
C. It is round.
T. What thing is also round like balls are ?
C. A glass globe is also round.
T. What is this I have in my hand now ?
C. That is a bullet which you have in your hand now.
T. What is its shape ?
C. Its shape is round.
(Show also a pea, small shot, and other round objects.)
T. Then what things are also round ?
C. Balls, globes, peas, etc.
T. Perhaps you can tell me of some other things which
 are also round ? Percy, think of a game of ninepins.
C. Ninepin balls are round.

T. Julia, think of that nice dish of round puddings you have sometimes for dinner. What are those round puddings called ?

C. Those round puddings are called dumplings.

T. Bertha, think of some of the nice fruits you like to eat which are round.

C. Apples, cherries, grapes, and plums are all round.

T. Johnny, think of cannons ; what is round about them ?

C. The hole through which the ball comes ; the ball itself is round.

T. And now let us think what round things there are in the sky. Do we see any round things there ?

C. Yes, we do. The sun, moon, and stars are round.

T. Now you may each name one round thing to me. May, begin. Now look here, what am I showing you ?

C. You are showing us an egg.

T. What shape is the egg ?

C. The egg is round.

T. Do you think it is ? Now see, I will put it close to the ball. Is the egg quite as round as the ball ?

C. No, the egg is not as round as the ball.

T. What is the difference in their shapes ?

C. The egg is rather longer than the ball.

T. You have observed two shapes in the egg. What did you say its shape was when you first saw it ?

C. We said its shape was round when we first saw it.

T. And now that you have seen it by the side of the ball, what do you say of its shape ?

C. That it is rather long.

T. What is that shape called which is round and long at the same time ?

C. The shape which is round and long at the same time is called oval.

T. What is the shape of the egg then ?

C. The egg is oval in shape.

T. Who can tell me in one sentence the shape of the ball and the shape of the egg?

C. The ball is round, and the egg is oval.

(*The teacher should show more oval objects, also draw an oval on the blackboard.*)

VI. COLOUR.

T. Now look at my ball again. What colour is it?

C. It is green.

T. Is it only green?

C. No, it is not only green.

T. What colour is it besides green?

C. It is red besides green.

T. How many colours, then, has my ball?

C. It has two colours.

T. What colours has my ball?

C. Your ball has a red and a green colour.

T. Tell me something else which is green also.

C. A leaf of a tree is green.

T. When you walk in a garden, you often tread on soft green stuff. What is that?

C. It is grass.

T. What is the grass in a garden called?

C. It is called the grass-plot or lawn.

T. What colour are unripe apples?

C. They are green.

T. And what colour are unripe pears? currants? cherries? blackberries? plums? peaches? strawberries? etc.

(*After each fruit mentioned, the answer must be given, green.*)

What colour are cucumbers, gourds, quinces?

C. They are green.

T. Tell me some articles of clothing which are often green.

C. Frocks, hats, gloves, ribbons, caps, are often green.

T. What birds are green?

C. Peacocks have a green breast. Parrots are often green.

T. What other colour is my ball besides green?

C. Your ball is red, as well as green.

T. Now let me hear if you can tell me of some more red things. First, let us think of red flowers. Tell me the names of some.

C. Roses, tulips, geraniums, poppies, apple-blossoms, carnations, are often red.

T. Now let us think what red-coloured fruits there are.

C. There are red apples, red cherries, red strawberries, red raspberries.

T. Sometimes the green leaves turn red. At what time of year is that?

C. That time of year is the autumn.

T. On what birds have you seen red colours?

C. On robins, goldfinches, cocks and hens, turkey-cocks.

T. Which part of our bodies is red?

C. Our cheeks, lips, tongues, and sometimes our hands, are red.

T. If you cut your finger, what comes out of the cut?

C. Blood comes out of the cut.

T. What colour is the blood?

C. The blood is red.

T. Have you ever seen any red in the sky?

C. Yes; when the sun gets up and goes to bed, the clouds are often red.

T. Now I should like to know who can tell me of some red articles of clothing. Look at each other, and see if any one of you has anything red on.

C. Alice has a red frock on. May has a red hair-ribbon. Lucy has a red pinafore. Johnnie has red socks.

T. What articles of clothing are sometimes red besides these?

C. Caps, aprons, petticoats, shawls, cloaks, bonnets, etc., are often red.

T. (*If the little ones cannot think of any of these things, lead them up to the right answers. For example, many children wear something red on their feet and legs. Many wear something red on their heads, etc.*) Now tell me once more what colours my ball has on it.

C. Your ball has green and red on it.

T. Are all balls green and red?

C. No, all balls are not green and red.

T. What colour is your ball, Peter?

C. My ball is blue and yellow. *

T. And yours, Emma?

C. My ball is red and grey.

T. Who has seen balls of other colours?

C. I have, I have.

T. Now, Bertie, what colour was the ball you saw?

C. It was all blue.

T. Then all balls are not alike, are they?

C. No, all balls are not alike.

T. What colours are some balls?

C. Some balls are red and green.

T. And others?

C. Others are red and grey, or red and yellow, or all blue.

T. That will do. So we say balls are of different colours. What do we say?

C. We say balls are of different colours.

VII. MATERIAL.

T. Here, Ned, you may take my ball in your hand, and look attentively at it, and then tell me of what it is made.

C. It is made of india-rubber.

T. Now, Nellie, you take my ball in your hand, and tell me of what you think it is made.

C. I think it is made of india-rubber.

T. Yes, you and Ned are quite right. Now all say together of what this ball of mine is made.

C. That ball of yours is made of india-rubber.

(*Teacher now holds up the leather ball.*)

T. What have I here?

C. You have a ball.

T. Is it the same ball as the one I have just shown you?

C. No, it is another ball.

T. Now look and see what this ball is made of. What should you say, Alfred?

C. I should say it was made of leather.

T. Oscar, see if Alfred is right.

C. Yes, Alfred is right. The ball is made of leather.

T. Of what was the other ball made, Rose?

C. The other ball was made of india-rubber.

T. And what is this ball made of?

C. This ball is made of leather.

T. Of what two things may balls be made?

C. Balls may be made of leather and india-rubber.

(*Teacher now shows the woollen ball.*)

T. Now, what have I in my hand again?

C. You have a ball in your hand.

T. How many balls have I now shown you?

C. You have now shown us three balls.

T. Which is this one?

C. This one is the third.

T. Now look carefully at this third ball, and see of what it is made.

C. This third ball is made of wool.

T. Jessie, look and see if it is made of wool.

C. Yes, this ball is made of wool.

T. Balls can also be made then of what ?

C. Balls can also be made of wool.

T. Are all balls made of wool ?

C. No; only some balls are made of wool.

T. Are all balls made of leather ?

C. No; only some balls are made of leather.

T. Are all balls made of india-rubber ?

C. No; only some balls are made of india-rubber.

T. Of what are many balls made ?

C. Many are made of india-rubber, many of leather, many of wool.

T. How many materials have you now named ?

C. Three materials, leather, india-rubber, wool.

VIII. KINDS.

T. What do we call balls which are made of india-rubber ?

C. We call balls made of india-rubber, india-rubber balls.

T. And what do we call balls made of leather ?

C. We call them leather balls.

T. And what do we call balls made of wool ?

C. We call them woollen balls.

T. So how many kinds of balls are there ?

C. There are india-rubber, leather, and woollen balls.

T. When you consider how balls are coloured, you will be able to tell me of the different colours on them. Tell me some.

C. There are green and red balls, yellow and red balls, grey and blue, all blue, etc.

T. That will do. Now let us talk of the size of balls. Are balls all the same size ?

C. No, they are not all the same size.

T. Once I saw a ball as big as a child's head. What sort of a ball was that?

C. It was a big ball.

T. Are my balls here as big as your heads?

C. No, they are not so big as our heads.

T. What sort of balls are mine?

C. Your balls are small ones.

T. In point of size, therefore, there are what kind of balls?

C. There are large balls and small balls.

T. I can squeeze this india-rubber ball with my fingers. You squeeze it too, Ella, and you too, Georgie. What is anything we can squeeze, hard or soft?

C. Anything we can squeeze is soft.

T. Then what is this india-rubber ball?

C. This ball is soft.

T. What must this india-rubber ball be, since I can squeeze it together?

C. It must be hollow, since you can squeeze it together.

T. There are some india-rubber balls which cannot be squeezed together, press them as hard as we will. What sort of india-rubber balls are those?

C. Those are hard india-rubber balls.

T. Do you think a hard india-rubber ball like that is hollow inside?

C. No, a hard india-rubber ball is not hollow inside.

T. What must it be inside?

C. It must be solid inside.

T. If a ball can be squeezed, what sort of ball is it?

C. If a ball can be squeezed, it is a soft ball.

T. But if a ball cannot be squeezed, what is it then?

C. If a ball cannot be squeezed, it is then a hard ball.

T. Thus there are—what sort of balls?

C. There are hard and soft balls.

T. Alice, the little frock you have on to-day, you have often worn before. What has that little frock ceased to be, since you have so often worn it?

C. It has ceased to be a new frock.

T. What is it, as you have so often worn it?

C. It is an old frock.

T. Your cap, Jem, in which you come to school every day, you have had a long time. What is the cap now?

C. Now it is an old cap.

T. When a child has had a ball for a long time, what is the ball?

C. The ball is old.

T. What has an old ball ceased to be?

C. An old ball has ceased to be pretty.

T. Why has it ceased to be pretty?

C. Because it is old.

T. What has often been done with the ball?

C. It has often been played with.

T. Edwin, if your auntie, knowing you have an old ball, sent you another, what would you call it?

C. I should call it my new ball.

T. What would the new ball look like when you put it near the old one?

C. The new one would look very smart.

T. Now we have learnt two more kinds of balls. What do we call a ball with which we have often played?

C. We call a ball with which we have often played, an old ball.

T. And what do we call a ball which we have not had long?

C. We call that a new ball.

T. Thus there are two more kinds of balls, called what?

C. There are two more kinds of balls, called old and new ones.

T. Now repeat to me all the different kinds of balls of which we have spoken. First, as to colour.

C. There are red, green, blue, etc.

T. Secondly, as to size.

C. There are large and small balls.

T. Thirdly, as to their giving way when squeezed or not.

C. There are hard and soft balls.

T. Fourthly, as to the time they have been played with.

C. There are old and new balls.

IX. DIFFERENT KINDS OF BALLS.

T. You have already told me for what balls are given to children. What was it you told me?

C. We told you balls are given to children to play with.

T. Now let us see how we can play with a ball. What have I done with the ball?

C. You have thrown the ball.

T. Where have I thrown the ball?

C. You have thrown it against the cupboard door.

T. Which ball did I throw?

C. You threw the leather ball.

T. Which ball have I now in my hand?

C. You have the woollen ball in your hand.

T. Where have I thrown it now?

C. You have thrown it against the door.

T. Pick it up, Rosie, and throw it on the table. Here, Bernard, throw it against the chair. What can we do with balls?

C. We can throw them.

T. Can you throw the ball a long way in this room?

C. No, not a long way.

T. Where can we throw the ball a long way?

C. We can throw the ball a long way in the meadow or in the garden.

T. Now look at me. Which ball have I got ?
C. The india-rubber ball.
T. What am I doing with it ?
C. You are throwing it in the air, and catching it again.
T. What else, then, can we do with a ball ?
C. We can throw it up, and catch it again.
T. With how many hands do I catch the ball ?
C. You catch it with two hands.
T. How can you catch the ball then ?
C. With two hands.
T. Now how many hands am I using to catch it ?
C. You are only using one hand to catch it.
T. Then you can also catch the ball with only what ?
C. You can also catch the ball with only one hand.
T. Try, Jack, if you can catch the ball. Now try with one hand, and then with two hands. Now what am I doing with the ball ?
C. You are throwing it against the wall.
T. But I do not let it fall on the floor, do I ? What do I do instead of letting it fall on the floor ?
C. You catch it instead of letting it fall on the floor.
T. With how many hands do I catch the ball ?
C. You catch it with two hands.
T. Now with how many do I catch the ball ?
C. Now you catch the ball with one hand.
T. Then with how many hands can the ball be caught when it is thrown against the wall, and bounds back again ?
C. The ball can be caught with one hand or with two, when it bounds back from the wall.
T. Now, Helen, try if you can throw the ball against the wall, and catch it again. First, try with two hands, and then with one hand. Bertha and Herbert, come in front of me. Bertha, stand there, and Herbert here. Bertha, take the ball, and throw it to Herbert. Herbert must try

and catch it. Clever boy! that was right. Now, Herbert, throw it back to Bertha, and she must try and catch it. That's it, clever girl! What did they do with the ball?

C. They threw it to one another.

T. What can children do with balls?

C. They can throw them to one another.

T. But Bertha and Herbert did not only throw the ball at each other. They did something else. What did they do?

C. They caught it in their hands.

T. Therefore, if a ball is thrown at one, what must one do?

C. One must catch it.

T. Can all children catch a ball directly they try?

C. No, they cannot.

T. If they cannot catch it at first, what must they do?

C. They must try to learn to catch it.

T. How can two children play at ball together?

C. They can throw it to one another, and catch it again.

T. Now here is another game. (*Throw the ball on the floor. As soon as it bounds up, strike it down again, and so on repeatedly.*) Where have I thrown the ball this time?

C. You have thrown it on the floor this time.

T. What do I do when it bounds up again?

C. You strike it down again.

T. With what do I strike it down?

C. You strike it down with your hand.

T. Who would like to try this game? Every one? Well, Martha shall try first—she cannot. Julia, Flora. No one can do it. What must you do, as you cannot play this game?

C. We must try to learn it.

T. Jack and Harry, come here. Jack, sit here, and Harry here. Now, Jack, roll the ball to Harry. That's it.

Roll it back, Harry. What are these two boys doing with the ball?

- C.* They are rolling it to each other.
- T.* How can two boys play at ball?
- C.* They can roll it to each other.
- T.* How must the ball always be rolled?
- C.* It must be rolled straight.
- T.* Why?
- C.* Because otherwise it would roll on one side.

T. Now repeat to me all the games of ball I have shown you. First, throwing the ball. Secondly, throwing it in the air, and catching it again. Thirdly, throwing it against the wall, and catching it again. Fourthly, throwing it a long way off. Fifthly, throwing it from one to another, and catching it. Sixthly, throwing it on the floor, and striking it down again when it bounds. Seventhly, rolling it to each other.

X. WHAT NOT TO DO WITH THE BALL.

T. Little children may play at ball. Balls are given them for playthings. But I know several things which children must not do with balls. What would happen if a child threw this ball hard against the window panes?

- C.* It would break the window pane.
- T.* Where must you never throw your balls?
- C.* We must never throw our balls at the window.

T. Think if you were at home now, and it were tea-time, and the tea-things stood on the table. If you threw the ball hard on the table among the tea-things, what would happen?

- C.* The tea-things would break.
- T.* So if there are tea-things, or glass things, or china things about, what ought you not to do in the room?
- C.* We ought not to play at ball.

T. If you are playing at ball, and other people or children are in the room, what may easily happen?

C. It may easily happen that some one is hit by the ball.

T. Where could any one be hit by the ball?

C. Any one could be hit on the head, or face, or eyes, or nose.

T. Once I saw a girl standing in a passage throw a ball at her little sister, without looking to see where the ball was to be thrown, and it hit the little girl's nose hard, and made it bleed. Where should she have tried to throw the ball?

C. She should have tried to throw the ball into the little girl's hands.

T. But as she threw the ball without looking, it hit the little girl's nose. What must you never do when you throw a ball at any one?

C. We must never throw it without looking to see where we mean it to go.

T. What must you take care to do when you play at ball?

C. We must take care not to hit any one when we play at ball.

T. Once I saw a boy throw his pretty ball in the water. Was it wrong or right to throw it in the water?

C. It was wrong to throw it in the water.

T. Why was it wrong?

C. Because it would spoil the ball.

T. What would it be if a child threw his ball in the mud?

C. It would be wrong.

T. Why?

C. Because it would make the ball muddy and dirty.

T. What must we be careful not to do with a ball?

C. We must be careful not to let the ball get dirty.

T. When you have been playing at ball for some time,

and do not want to play any more, ought you to leave the ball lying on the ground ?

C. No, we must not do that.

T. What must you do then ?

C. We must put it away.

T. What sort of children are those which leave their toys lying about everywhere ?

C. They are untidy, disorderly children.

T. What must you do with the ball when you have done with it ?

C. We must put it away when we have done with it.

T. What sort sort of child is that which puts its toys away when done with ?

C. A tidy, orderly child.

T. Once I saw two little brothers who always quarrelled when they played at ball. Was it right of them to quarrel ?

C. No, it was wrong of them to quarrel.

T. What will you try not to do when you play at ball ?

C. We will try never to quarrel when we play at ball.

T. What must children always try never to do when they play together ?

C. When children play together, they must try not to quarrel.

T. What must they be towards each other ?

C. They must be kind towards each other.



2. *A DOLL.*

(Let the teacher have a dressed doll with a china head, and another very little doll all made of china.)

I. KIND.

T. What have I brought for you to see to-day ?
C. You have brought us a doll to see.
T. What is this doll meant for, a boy or girl ?
C. It is meant for a girl.
T. To whom are dolls given ?
C. Dolls are given to girls.
T. Do little boys have dolls given them ?
C. No, little boys do not have dolls given them.
T. Who have dolls given them ?
C. Little girls have dolls given them.
T. Do big girls care to play with dolls ?
C. No, big girls do not care to play with dolls.
T. What do little girls do with their dolls ?

C. Little girls play with their dolls.
T. What are dolls made for ?
C. Dolls are made for little girls to play with.
T. So what is a doll ?
C. A doll is a plaything, or toy.
T. Say that all together ; now Nancy alone. Tell me the names of some other toys for girls.
C. Dolls' houses, kitchens, tea-sets, etc.
T. Tell me the names of some toys for little boys.
C. Balls, guns, soldiers, bricks, etc.

II. PARTS OF A DOLL.

T. Now we will see what dolly has belonging to her. Who can tell me what the doll has on her ?
C. The doll has clothes on her.
T. Now I am going to take the clothes off the doll. (*Does it.*) What have I done with the doll ?
C. You have undressed her.
T. What is she now without ?
C. She is now without clothes.
T. What is this part of dolly called ? (*Pointing to body.*)
C. That is dolly's body.
T. What is fastened to the top of her body ?
C. Her head is fastened to the top of her body.
T. What has the body then ?
C. The body has a head.
T. Which of you have bodies ?
C. All of us.
T. Which have heads on their bodies ?
C. All of us.
T. What do you see here upon the trunk, or body ?
C. We see arms upon the trunk, or body.
T. How many arms do you see ?
C. We see two arms.

T. What else then has the doll's body ?
C. The doll's body has two arms also.
T. What do you see here on the doll's body ?
C. We see legs.
T. How many legs do you see ?
C. We see two legs.
T. What has the doll's body then also ?
C. The doll's body has also two legs.
T. Now I am going to dress the doll again. What do I put on her first ?
C. First you put on her a chemise.
T. So dolly has on what ?
C. Dolly has on a chemise.
T. What do I put on now ?
C. Now you put on her stockings.
T. What has dolly now ?
C. Dolly has stockings.
T. What am I putting on dolly now ?
C. Now you are putting on dolly's shoes.
T. How many shoes does dolly want ?
C. Dolly wants two shoes.
T. Why does she want two shoes ?
C. Because she has two feet.
T. What am I now putting on dolly ?
C. You are now putting a petticoat on her.
T. What does dolly wear then ?
C. Dolly wears a petticoat.
T. What am I putting on over her petticoat ?
C. You are putting a frock on over her petticoat.
T. What does dolly wear then also ?
C. Dolly wears a frock over her petticoat.
T. So dolly has also a what ?
C. Dolly has also a frock.
T. What am I putting on dolly now ?

C. Now you are putting a cloak on dolly
 T. What then has she got also ?
 C. She has a cloak also.
 T. What am I putting on dolly now ?
 C. Now you are putting a hat on dolly.
 T. So dolly has a what also ?
 C. Dolly has a hat also.
 T. That is all dolly wears. Now repeat to me all the things belonging to dolly. What has she on her body ?
 C. She has a head, two legs, and two arms.
 T. What does she wear on her legs and feet ?
 C. She wears stockings and shoes on her legs and feet.
 T. What are the names of the rest of her clothes ?
 C. There is a chemise, a petticoat, a frock, a cloak, and a hat.

III. COLOURS OF THE CLOTHES.

T. What colours are dolly's shoes ?
 C. Dolly's shoes are brown.
 T. What colour is her chemise ?
 C. Her chemise is white.
 T. What colour is her petticoat ?
 C. Her petticoat is white.
 T. And her frock ?
 C. Her frock is blue.
 T. And what colour is dolly's cloak ?
 C. Dolly's cloak is scarlet.
 T. And what colour is her hat ?
 C. Her hat is black.
 T. What is this which goes round the hat ?
 C. That is velvet.
 T. What colour is the velvet ?
 C. It is black.

IV. MATERIAL.

T. What is the body of the doll made of ?
 C. It is made of leather, or calico, or canvas.
 T. With what is it stuffed to make it so plump ?
 C. It is stuffed with sawdust, or bran, or wool, or tow.
 T. What are the forearms and hands (*Teacher indicates the part of the arm she mentions*) made of ? (*Perhaps of wood.*)
 C. The forearms and hands are made of wood.
 T. Of what are the legs and feet made ?
 C. The legs and feet are made of wood.
 T. Now let us look at dolly's head. What is her head made of ?
 C. Her head is made of wax (or wood or china).
 T. Now we come to the clothes. Of what is the chemise made ?
 C. The chemise is made of calico.
 T. And the petticoat ?
 C. The petticoat is made of flannel.
 T. And of what is the frock made ?
 C. The frock is made of serge.
 T. And of what is the cloak made ?
 C. The cloak is made of cloth.
 T. And of what is the hat made ?
 C. The hat is made of straw.
 T. Of what else could the doll's frock be made ?
 C. It could be made of silk, or print, or alpaca, or cloth.

V. THE MEMBERS OF THE DOLL.

(A) *General Divisions.*

T. What am I doing with dolly's legs ?
 C. You are moving them about.
 T. What are her legs then ?

C. Her legs are moveable.
T. What sort of legs has dolly ?
C. Dolly has moveable legs.

(Show a china doll with immovable legs.)

T. Have all dolls moveable legs ?
C. No, all dolls have not moveable legs.
T. What are many dolls' legs then ?
C. Many dolls' legs are immovable.
T. See what the dolly is doing now.
C. It is sitting.
T. Am I holding her up somehow with my hand ?
C. No, you are not holding her up with your hand
T. How is she sitting ?
C. She is sitting quite alone. •
T. Why can this doll sit down ?
C. Because it is jointed.
T. What cannot a doll with immovable legs do ?
C. A doll with immovable legs cannot sit down.
T. What am I doing with dolly's arms ?
C. You are moving dolly's arms.
T. What are dolly's arms then ?*
C. Dolly's arms are moveable.
T. What kind of arms has dolly ?
C. Dolly has moveable arms.
T. What are the arms of many dolls ?
C. Many dolls' arms are stiff or immovable.
T. Look at dolly's outstretched arms. Where do they stretch ?
C. They stretch on each side of her.
T. Where do they stretch now ?
C. Now they stretch above her head.
T. Where is she stretching them now ?
C. Now she is stretching them in front of her.
T. Now where are her arms ?

C. Her arms are behind her.
 T. Where can this doll stretch her arms out ?
 C. This doll can stretch her arms to the side, over her head, in front of her, and behind her.
 T. Can this doll move her arms by herself ?
 C. No, she cannot move her arms by herself.
 T. Who moves them for her ?
 C. You move them for her.
 T. What other members can dolly not move alone ?
 C. She cannot move her legs alone.
 T. Who is moving dolly's legs now ?
 C. You are moving them.
 T. Do you want some one to move your legs and arms for you, like dolly does ?
 C. No, we do not.
 T. What can you move alone ?
 C. We can move our legs and arms alone.
 T. Move your arms a little, now move your leg.

(B) *The Doll's Head.*

T. Do you know what this doll's head is made of ?
 C. This doll's head is made of china.
 T. What colour is its face ?
 C. Its face is white.
 T. What colour is its neck ?
 C. Its neck is white also.
 T. What colour do you notice in its cheeks ?
 C. We notice a red colour in its cheeks.
 T. Annie, what parts of dolly's face are red ?
 C. Dolly's cheeks are red.
 T. I see something else red in dolly's face. Who sees it also ?
 C. It is dolly's mouth which is red.
 T. Look at dolly's eyes, Edith. What colour are her eyes ?

C. Her eyes are blue.

T. What coloured eyes has she then ?

C. She has blue eyes.

T. Now let us look at her hair. What colour is that ?

C. That is black.

T. What coloured hair has she ?

C. She has black hair.

T. Say that all together. "Dolly has black hair."

Now, Rose, say it alone. Have all dolls black hair ?

C. No, all dolls have not black hair.

T. Of what other colours may the hair of dolls be ?

C. The hair of dolls may be brown, yellow, or white.

T. Has this doll real hair ?

C. No, she has not real hair. •

T. This doll's hair is only what ?

C. This doll's hair is only painted.

T. What kind of hair have many dolls ?

C. Many dolls have real hair.

T. What can you do with real hair ?

C. One can comb and brush and plait real hair.

T. What kind of hair cannot be combed or brushed or plaited ?

C. Painted hair cannot be combed, brushed, or plaited.

T. Which dolls do you like the best, dolls with painted or with real hair ?

C. We like dolls with real hair the best.

(c) *The Clothes.*

T. Look and see if there are plaits, folds, waistbands, buttons, ribbons, lace, sashes, etc., in the doll's clothes.

VI. USE.

T. What sort of girls have dolls given to them ?

C. Little girls have dolls given to them.

T. What are little girls to do with dolls ?

C. Little girls are to play with dolls.
 T. For what are dolls given to little girls ?
 C. They are given to little girls as playthings.
 T. Where can little girls play with their dolls ?
 C. They can play with them in the garden, in the nursery, or sitting-room, or schoolroom.
 T. When may little girls play with their dolls ?
 C. They may play with their dolls when lessons are done.
 T. With how many dolls can little girls play ?
 C. They can play with several dolls.
 T. I once knew a little girl who had forty dolls. How many have you, Mary, Jennie, Alice ? Can more than one little girl play with dolls at the same time ?
 C. Yes, several can play with dolls at the same time.

VII. MANUFACTURER.

(Here let the teacher limit herself to the manufacture of the clothes. That there are manufactories in which dolls' heads and trunks are made is beyond the range of the little ones' ideas, but they can be mentioned incidentally.)

T. Can you tell me who made the clothes this doll wears ?
 C. A doll's milliner made them.
 T. I know some one who often makes dolly's clothes.
 Whom do I mean, Alice ?
 C. You mean mother.
 T. Some little girls have clever big sisters who can do needlework. What can these big sisters make ?
 C. They can make dolls' clothes.
 T. Whom then have we mentioned as being able to make dolls' clothes ?
 C. The doll's milliner, mothers, and big sisters.
 T. Of what can dolls' clothes be made ? Tell me again.
 C. Dolls' clothes can be made of linen, calico, flannel, silk, etc.

VIII. WHAT CAN BE DONE TO A DOLL.

T. This doll has clothes on. What can I do with the clothes, if I do not want dolly to have any on?

C. You can undress dolly, if you do not want her to have any clothes on.

T. What can I do then with dolly when she is dressed?

C. You can undress her.

T. When I have undressed her, and do not want her to be undressed, what can I do with her then?

C. You can dress her again.

T. What else can I do with a doll therefore?

C. You can dress her.

T. Now we have found two things which we can do with this doll. What are those two things? Who can tell me?

C. We can undress and dress that doll.

T. Say that all together. "The doll can be dressed and undressed."

T. What should you do if your doll's face was dirty, May?

C. I should wash it.

T. What can be done to dolls' faces?

C. They can be washed.

T. If you have a doll with real hair, what do you do when the doll's hair is no longer smooth, Anna?

C. I brush and comb it.

T. Dolly cannot walk. If you want to take dolly into the garden with you, how can she get there?

C. She must be carried there.

T. What else can be done with a doll then?

C. Dolls can be carried.

T. If you have a doll meant to be a little child, and you want it to cry like a child, what must you do to it, Jennie?

C. I must pinch it.

T. How? show me, Katie.

T. Where do you lay your baby doll when she is to go to sleep, Susan?

C. I lay her in her cradle or bed.

T. When dolly lies in her cradle, and yet will not sleep, what do you do then?

C. I rock her to sleep.

T. Many mothers sing a little song when they rock their babies to sleep. What can little girls do too, when they rock their dolls to sleep?

C. Little girls can sing little songs to their dolls, when they rock them to sleep.

T. Little girls often pretend their dolls are hungry; what do they give them then?

C. They give their dolls something to eat when they are hungry.

T. When little girls pretend their dolls are thirsty, what do they give them then?

C. They give them something to drink.

T. What can be given to dolls then?

C. Something to eat and drink.

T. If the doll is very merry, and the little girl is very merry too, and wants to dance, with whom can the little girl dance?

C. She can dance with dolly.

T. What else then can little girls do with dolls?

C. They can dance with them.

T. A little girl wants to walk in the garden, but she does not care to go there alone. Whom can the little girl that has a doll take with her in the garden?

C. She can take her doll with her in the garden.

T. What else then can a little girl do with her doll?

C. She can take her for a walk in the garden.

T. I once saw a little girl with a great number of dolls, some large and some small; I think she had about forty dolls. The little girl set them all in a row, and then she told them tales. The dolls had to sit still and listen. What was this little girl doing?

C. She was playing with her dolls.

T. Yes, and then she taught them some poetry. What was she playing at then with her dolls?

C. Then she was playing at keeping school.

T. What game can you little girls play with your dolls?

C. We can play at school with our dolls.

T. When your doll is naughty, what do you do to her, Katie?

C. I punish her when she is naughty.

T. What else then can little girls do to their dolls?

C. Little girls can punish their dolls.

T. When must dolls be punished?

C. When dolls are naughty, they must be punished.

T. A mother loves her little child very much, and so she often kisses it. Why does she kiss it?

C. She kisses it because she loves it.

T. What do many little girls do to their dolls when they are very fond of them?

C. They kiss their dolls when they are very fond of them.

T. What else then can be done to dolls?

C. Dolls can be kissed.

T. What does your mother call you, and you, and you?

C. Jennie, Mary, Jack, etc.

T. What are Jennie, Mary, Jack, etc.?

C. They are names of children or grown-up people.

T. What have you all got then?

C. We have all got names.

T. Who gave you those names?

C. Our fathers and mothers gave us our names.

T. What then do many little girls give to their dolls?

C. Many little girls give names to their dolls.

T. What are some of the names they give to their dolls?

C. Flora, Alice, Ella, etc.

T. What do you call your doll, Harriet? you, Ada?

What can be given to dolls then?

C. Names can be given to dolls.

T. Who can tell me all that can be done to a doll once more?

IX. KINDS.

T. Once I saw a doll whose head reached almost to the top of the table when she stood on the floor. What sort of doll was that?

C. That was a large doll.

T. Have you ever seen any very large dolls?

C. We have seen some large dolls.

T. Where did you see them? Which of you has a large doll? What sort of dolls are there then?

C. There are large dolls.

T. What sort of doll is this one which I am showing you? (*It must be a very small one.*)

C. It is a small doll.

T. Then what other sort of dolls are there besides large dolls?

C. There are also small dolls.

T. Which of you has a small doll? With regard to size, then, what sort of dolls are there?

C. There are large and small dolls.

T. This big doll which I am now showing you I can undress. What is it called now it is undressed?

C. Now it is undressed it is called an undressed doll.

T. What then is another sort of doll called?

C. Another sort of doll is called an undressed doll.

T. Can all dressed dolls be undressed ?

C. No, they cannot all be undressed.

T. How are the clothes fastened on to dolls which cannot be undressed ?

C. They are sewn on to their bodies.

T. For what are those kinds of dolls not made ?

C. Those kinds of dolls are not made to undress.

T. Then now we have mentioned two more kinds of dolls. What can be done to many dolls ?

C. Many dolls can be dressed and undressed.

T. What are the dolls called, of which the arms and legs can be moved ?

C. They are called jointed dolls.

T. What other kind of dolls are there then ?

C. There are jointed dolls.

T. But what are the dolls called, of which the arms and legs cannot be moved ?

C. Those dolls are called unjointed dolls.

T. Here again are two more kinds of dolls. Who can tell me what these two kinds are called ?

C. These two kinds are called jointed and unjointed dolls.

T. There are some dolls which are entirely made of china—arms, legs, body, all are made of china. What do you call such dolls ?

C. We call such dolls china dolls.

T. When I was a little girl, I had a doll all made of india-rubber. Perhaps you have seen some dolls like it. What are such dolls called ?

C. Such dolls are called india-rubber dolls.

T. Which dolls are called india-rubber dolls ?

C. The dolls made of india-rubber are so called.

T. Have any of you seen dolls made of anything else ?

C. Yes, we have seen dolls made of wax.

T. Quite right. There are dolls made of wax, and they are the prettiest of all. What are dolls made of wax called?

C. Dolls made of wax are called wax dolls.

T. Then what other kind of doll is there?

C. There is a wax doll.

T. Thinking of what dolls are made, how many kinds have we mentioned?

C. We have mentioned three kinds, china, india-rubber, and wax.

T. I know a little girl who has a doll which is a very funny one. When the little girl squeezes her body, the doll squeaks or cries out. Ah, ah, she cries. What is a doll called, which can squeak or cry?

C. A doll which can squeak or cry is called a squeaking or crying doll.

T. Who has seen a squeaking doll? Did you hear it squeak? Has any little girl here got a squeaking doll? I must tell you that all squeaking dolls do not only say, Ah, ah. Many of them can say two words. Does anybody know what the two words are?

C. The two words are papa, mainma.

T. What then do some dolls say when they are squeezed?

C. Some dolls say papa and mamma when they are squeezed.

T. Now I will squeeze this doll. What does she not do?

C. She does not squeak.

T. What can many dolls not do?

C. Many dolls cannot squeak.

T. What sort of doll is mine *not*?

C. Your doll is not a squeaking doll.

T. Now repeat to me, if you can, the many kinds of dolls

of which we have spoken. I hardly think you can remember them all.

First tell me what sort of dolls there are in point of size.

Secondly, what sort of dolls there are with regard to their being dressed or undressed.

Thirdly, what sort of dolls there are with regard to your being able to move their arms and legs, or not.

Fourthly, what sort of dolls there are with regard to the material of which they are made.

Fifthly, what sort of dolls there are, considering their power of squeaking or not squeaking when squeezed.

X. THE THINGS WHICH BELONG TO GAMES WITH DOLLS.

T. Where do many little girls put their dolls when they want them to go to sleep?

C. Many little girls put their dolls in a cradle or bed when they are to go to sleep.

T. What is a cradle or bed in which a doll sleeps called?

C. A cradle or bed in which a doll sleeps is called a doll's cradle or a doll's bed.

T. What then have many little girls for their dolls?

C. Many little girls have cradles or beds for their dolls.

T. I saw a nursery full of little children the other day. On a table I saw a little red house standing, and in the house were a number of little dolls. What sort of house was that?

C. That was a doll's house.

T. What, then, do little girls have for their dolls to live in?

C. Little girls have houses for their dolls to live in.

T. Which of you has seen a doll's house? What was in the doll's house you saw?

C. There were tables and chairs and sofas, beds, etc.

T. Do you know what all these things, tables, chairs, etc., are called in one word?

C. In one word they are called furniture.

T. What then had the doll's house you saw?

C. The doll's house I saw had furniture.

T. For whose use was the furniture?

C. The furniture was for the use of the dolls.

T. What may this small furniture be called, as it was for the use of dolls?

C. It may be called dolls' furniture, as it is for the use of dolls.

T. What have many children, then, for the use of their dolls?

C. Many children have dolls' furniture for the use of their dolls.

T. Sometimes we see little girls wheeling their dolls in the street or the garden in little carriages. But the little carriages are not big enough for children to go in—only for dolls. What are such little carriages or perambulators called?

C. They are called dolls' carriages, or dolls' perambulators.

T. What have many children for their dolls?

C. Many children have perambulators for their dolls.

T. For what do they want perambulators?

C. They want perambulators to wheel their dolls when they take them out with them.

T. The dolls' perambulators cost a great deal of money. Can all children have them, poor children as well as rich?

C. No, poor children cannot have dolls' perambulators.

T. I know another thing little girls often have for their dolls. In order to be able to put dolly's best frocks and hats and jackets neatly away, they have a thing with

drawers in which they put the doll's clothes. What sort of a thing is that?

C. That is a chest of drawers.

T. Is it as big as the chest of drawers where your mother keeps your clothes?

C. No, it is not so big as that.

T. What is such a chest of drawers for dolls like?

C. It is small.

T. What is a chest of drawers for the doll's clothes called?

C. It is called a doll's chest of drawers.

T. What then have many little girls also for their dolls?

C. They have dolls' chests of drawers.

T. What use is a doll's chest of drawers?

C. To keep dolls' clothes in.

T. For what is a doll's chest of drawers used?

C. It is used for keeping dolly's clothes tidy.

T. Now let us repeat the things which many children have for their dolls. Who can remember them?

C. Some children have dolls' beds, dolls' houses, etc.

XI. RULES.

T. What should a doll always be in appearance?

C. A doll should be neat, clean, and pretty in appearance.

T. If the doll's face is at any time not clean, what must be done to it?

C. It must be washed.

T. When dolly's clothes are dirty, what must you have done to them, Sarah?

C. When dolly's clothes are dirty, I must get them washed.

T. Who has a doll with real hair?

C. I have.

T. Then, Elsie, when your doll's hair is rough, what must you do to it?

C. I must brush and comb my doll's hair when it is rough.

T. How ought each little girl to keep her doll?

C. Each little girl ought to keep her doll neat and tidy.

T. If you let your doll fall on the stones or on the floor, what will happen to her head?

C. It will break.

T. What must you be careful not to do with your dolls?

C. We must be careful not to let them fall.

T. When I was a little girl, I had a very pretty wax doll with long hair. She wore a white frock and a pink sash. One day I took her for a walk with me. I met a little boy I knew, and he asked me to let him hold my doll a minute. I said he might hold her if he would take care of her. He promised he would, and I gave him my doll. He was a very bad boy, and meant to break my doll; so he threw her up in the air, and let her fall down on her face on the pavement. When I picked her up, her face was all smashed to pieces. Was not that sad? When you have to leave off playing with your doll, do you leave her lying about, Mary?

C. No, I do not leave her lying about.

T. What do you do with your doll when your playtime is over?

C. I put her away.

T. What ought little girls to do with their dolls when playtime is over?

C. Little girls ought to put their dolls away when playtime is over.

T. Where do you put your dolls when playtime is over, Agnes, Henrietta, Lily? If mother gives you something to do for her; if, perhaps, she wants you to go on a message for her, or to hold the baby a minute or two, when you are just going to play with your doll, ought you to

do what mother wants first, or to play with your doll first, little girls?

C. We must do what mother wants first.

T. If you have got your doll in your arms, and are putting her to sleep, and your mother calls you, Katie, what will you put away directly?

C. I shall put my doll away directly.

T. With what must not you play when you have something else you ought to do, little girls?

C. We must not play with our dolls when we have anything else we ought to do.

T. When several little girls play with dolls together, what must they be careful not to do?

C. They must be careful not to quarrel.

T. How does playtime pass when children quarrel?

C. Playtime passes sadly when children quarrel.

T. What must children be in their play, if they are to be happy together?

C. Children must be kind and loving to each other in their play, if they are to be happy together.



V I. T O O L S.

1. A KNIFE.

I. NAME, KIND, AND PLACE.

(A common pocket-knife and a table-knife are required for exhibition to the children.)

T. What have I here in my hand ?
C. You have a knife in your hand.
T. What is this thing ?
C. That is a knife.
T. Charley, say that alone. Now, Susie. What have I done to the knife ?
C. You have shut up the knife.
T. Where have I put the knife ?
C. You have put the knife in your pocket.
T. What is the name of this sort of knife which I can put in my pocket ?

C. The name of the sort of knife you can put in your pocket is a pocket-knife.

T. What sort of knife is this ?

C. That is a pocket-knife.

T. Can I (*here the teacher shows the table-knife*) put this knife in my pocket, as well as the other ?

C. No, you cannot put that knife in your pocket.

T. What would happen if I were to put this knife in my pocket ?

C. You would cut yourself, if you were to put that knife in your pocket.

T. What else would this knife cut, if I put it in my pocket ?

C. It would cut the pocket too. *

T. What sort of knife cannot cut the pocket ?

C. A pocket-knife cannot cut the pocket.

T. Why not ? The pocket-knife has a point, as well as the table-knife.

C. The point of the pocket-knife is shut up in a case.

T. For what do we want knives ?

C. We want knives to cut with.

T. What do we do with knives ?

C. We cut with knives.

T. With what other kind of things can we cut ?

C. We can also cut with scissors, scythes, saws, etc.

T. All the things with which we cut are called edged tools. What are they called ?

C. They are called edged tools.

T. What is a pair of scissors, a sickle, a knife, a saw ?

C. A pair of scissors is an edged tool, a sickle is an edged tool, a knife is an edged tool, a saw is an edged tool.

T. Tell me all together what a knife is.

C. A knife is an edged tool.

T. Where have I laid the knife now?

C. You have laid the knife on the table, on the chair, on the book.

T. Under what have I put the knife now?

C. You have put the knife under the book now, and now under the table, and now under the chair.

• *T.* Where was the knife just now?

C. The knife was under the chair just now.

T. Where have I placed the knife now?

C. You have placed the knife in your work-box, and now you have placed it on the clock.

T. Where is the knife now?

C. The knife is on the table now.

T. How am I holding the knife now?

C. You are holding the knife between your hands now.

T. Where may the knife be found now?

C. The knife may now be found between your hands.

T. Near what object have I now put the knife?

C. You have put the knife near the clock.

T. Upon what object have I now put the knife?

C. You have now put the knife upon the clock.

T. Near what objects do I now move the knife?

C. You move the knife now near the thimble, now near the basket.

(*The teacher now sticks the point of the knife in the floor.*)

T. Should you say the knife is lying on the floor now?

C. No, because the knife is not lying on the floor now.

T. What should you say of the knife, Alfred?

C. I should say the knife is sticking in the floor now.

T. Mary, say that alone. "The knife is sticking in the floor." Now say it all together. Repeat—what is the knife? Where can it be put?

II. PARTS OF THE KNIFE.

T. Now we will examine and see the parts of the knife. When I want to cut with my knife, I hold it so, do I not ? (*taking it by the handle.*)

C. Yes, you do.

T. Or ought I, perhaps, to hold it so ? (*Teacher takes hold of the blade.*)

C. No, you ought not to hold it like that.

T. What could easily happen to me if I held it so ?

C. You could easily cut your hand.

T. What do you call that part of the knife which you hold when you want to cut something, Alice ?

C. I call it the handle of the knife.

T. What has a knife then ?

C. A knife has a handle.

T. Grown-up people sometimes say another word for handle. They talk about the haft of a knife, instead of the handle of a knife. What may the handle also be called, Maurice ?

C. The handle may also be called the haft.

T. Say that all together, my dears. Now look at another part of the knife. Who knows what this part is called ?

C. It is called the edge.

T. That is not quite right, Ida. Look here. This part of the knife, which I am touching now, is called the edge. But this whole part here has another name. I will tell it you; so listen, all of you. It is called the blade. What is the whole of this part of the knife called ?

C. The whole of that part of the knife is called the blade.

T. What has the knife then ?

C. The knife has a blade.

T. Now we have found out two parts of the knife. What are they, Lucy?

C. The knife has a handle or haft and a blade.

T. Say that all together; now, Katie, alone. Can you tell me of something else which has a handle? When you eat your dinner at home, do you take up the meat from your plates with your fingers?

C. No, we do not.

T. What do you stick into the meat?

C. We stick our forks into the meat.

T. So you see that the fork has a handle like the knife has. What is the use of the handles of the knife and fork?

C. The use of the handles is to hold the knife and fork.

T. Do you see the door here? What is this thing? (touching the handle of the door.)

C. That is the door-handle.

T. What has the door then?

C. The door has a handle.

T. And of what use is the door-handle?

C. The use of the door-handle is to open the door.

T. Who has seen a soldier?

C. I have, I have.

T. Did you ever see a soldier holding a sword, Jack?

C. Yes, I have.

T. By what did he hold his sword?

C. He held his sword by the handle.

T. The handle of the sword is also called the hilt. What is the handle of the sword called?

C. The handle of the sword is called the hilt.

T. Which of you little boys have got a sword as a plaything?

C. I have, I have.

T. Can you tell me, Jack, what the part of the sword by which you hold it is called?

C. Yes, the part of the sword by which I hold it is called the handle, or hilt, of the sword.

T. What other thing, then, has a handle, or hilt?

C. The sword has a handle, or hilt.

T. Which of you has seen a sabre?

C. I have.

T. Well then, Tom, you will be able to tell me what the part by which we hold it is called.

C. It is called the handle, or hilt.

T. What other thing, then, has a handle?

C. A sabre has a handle.

T. Now we will look carefully at the haft of the knife. How many broad sides has the haft?

C. The haft has two broad sides.

T. What colour are these two broad sides?

C. They are black or brown (or whatever colour the knife exhibited by the teacher may be).

T. What may we call these two sides, as they cover the handle of the knife?

C. We may call them covers.

T. You see the inside of this book is covered by two sides, like the knife is. Of what are the covers of the knife made?

C. The covers of the knife are made of horn.

T. And of what are the covers of this book made? Perhaps you do not know. They are made of cloth. Of what are the covers of this book made?

C. They are made of cloth.

(It would be too puzzling and tedious to the little ones to talk about the spring, the joint, and the rivet.)

T. Now let us carefully examine the blade. What is the part of the blade up here called?

C. That part of the blade is called the point of the blade.

T. What do we call this lower part of the blade, the part with which we cut ?

C. We call that part the edge of the knife.

T. So what has the knife with which to cut things ?

C. The knife has a edge with which we cut things.

T. What must the edge of the knife be, in order to cut ?

C. The edge of the knife must be sharp, in order to cut.

T. The blade has another part. Fred shall feel it with his finger. Is this part of the blade (*touching the back*) sharp ?

C. No, this part of the blade is not sharp.

T. What cannot this part of the knife do ?

C. This part of the knife cannot cut.

T. What do you think this part of the blade is called ?

C. I think it is called the back of the blade.

T. So what has the blade of the knife ?

C. The blade of the knife has a back.

T. Now repeat to me the different parts of the knife.

Look, I am going to touch each part that you are to name with my finger. Now what is this part called ?

C. That is the point of the blade, that the back of the blade, and that the sharp edge of the blade.

T. That was nicely said. Lottie spoke rather too loud, and Katie not quite loud enough. Say the parts of the knife once more. The blade of the knife has a point, we said. What else has a point ?

C. A needle has a point, and so have scissors and a sword ; a spear, too, has a point, so has a nail and—

T. Cannot you think of anything else with a point ? Think of the church spire, of a pencil, of a gimlet. Think of your noses ; feel them : each one of them has a point. The blade of the knife, too, has a sharp edge. Can you think of anything else which has a sharp edge, Harry ?

C. A sickle has a sharp edge.

T. Right. Now you, Edward, tell me something which has a sharp edge.

C. A scythe has a sharp edge.

T. Yes; now think of a few more things which have sharp edges.

C. Swords, scissors, reaping machines, saws, hatchets, all have sharp edges.

T. What did you tell me the third part of the blade of the knife is called?

C. The third part of the blade of the knife is called the back of the blade.

T. Can you tell me of some things which have backs?

C. Cats, dogs, and horses have backs.

T. Have the birds backs?

C. Yes, they have.

T. Have you each a back?

C. Yes, we have each a back.

T. Turn round and look the other side of you, facing the window. Can I see your faces now?

C. No; you see our backs now.

T. Are there any men and women or children without backs?

C. No, there are not.

T. What do children often carry on their backs?

C. Children often carry baskets on their backs.

T. What do soldiers carry on their backs?

C. Soldiers carry knapsacks on their backs.

T. What do workmen carry on their backs?

C. Workmen carry their bags of tools on their backs.

T. What does a donkey carry on his back very often?

C. A donkey often carries a load of wood, or a sack of corn, or a child, or two children in panniers, on his back.

T. What do many horses carry on their backs?

C. Many horses carry saddles and riders on their backs.

T. I know something (not a man nor an animal) which has a back. I mean this. What is this?

C. That is a book.

T. Who can show me the part of the book which is called its back?

C. That narrow part is called its back.

T. Quite right. What has the book then?

C. A book has a back.

III. MATERIAL AND MAKER.

T. Now we will see what our knife is made of. Is it made of glass or paper?

C. No, it is not made of glass or paper.

T. Look at the blade. What is the blade made of?

C. The blade is made of iron.

T. What is made of iron?

C. The blade of the knife is made of iron.

T. Now listen to what I am going to tell you. There are two kinds of iron. Common iron and very good iron. The very good iron is called steel. What is the very good iron called?

C. The very good iron is called steel.

T. The blade of the knife is made of that very good iron called steel. Of what is the blade of the knife made?

C. The blade of the knife is made of steel.

T. Say that all together. Now say it each one alone. Here, Henry, take the knife. Look and see what the handle of the knife is made of.

C. The handle of the knife is made of wood.

T. Yes, the handle of this knife is made of wood, but there are other knife-handles which are made of other things than wood. Can any one tell me of what some knife-handles are made?

C. Some knife-handles are made of horn, some of ivory, some of silver, and some of bone.

T. Of what is the blade of this knife made ?

C. The blade of this knife is made of steel.

T. And of what is the handle of this knife made ?

C. The handle of this knife is made of wood.

T. What part of this knife is made of steel ?

C. The blade is made of steel.

T. And what part of this knife is made of wood ?

C. The handle is made of wood.

T. Now I want to know who made the knife. Of what is the blade made ?

C. The blade is made of steel.

T. And what is steel ?

C. Steel is very good iron.

T. What do we call men who forge iron and manufacture iron goods ?

C. We call them smiths—iron-workers.

T. What sort of workman made this knife then ?

C. A smith made it.

T. There are smiths who do nothing but make knives.

What are such smiths called ? Do you know, Jack ?

C. They are called cutlers.

T. What do cutlers make then, children ?

C. Cutlers make knives.

T. Who made this knife then ?

C. A cutler made it.

T. Of what did the cutler make this knife ?

C. He made it of wood and steel.

IV. KINDS.

T. What is this knife called, as it will go in my pocket ?

C. It is called a pocket-knife.

T. Then there is a kind of knife called what ?

C. There is a kind of knife called a pocket-knife.

T. Is this knife (*showing a table-knife*) also a pocket-knife?

C. No, it is not a pocket-knife.

T. Why is it not a pocket-knife?

C. Because it will not shut up and go in the pocket.

T. When grown-up people have dinner, do they use pocket-knives?

C. No, not pocket-knives.

T. What is put beside each plate at mealtimes?

C. A knife is put beside each plate at mealtimes.

T. Upon what does the knife lie?

C. The knife lies on the table-cloth.

T. What do we call the knives we use at table?

C. We call them table-knives.

T. What other kind of knife is there then?

C. There are table-knives.

T. Very often a little flat knife is put beside the butter-dish, with which to cut the butter. What is that kind of knife called which is used to cut butter with?

C. It is called a butter-knife.

T. So there is another kind of knife, which is called what?

C. Which is called a butter-knife.

T. Some people use a particular kind of knife to cut fish with. What is that kind of knife called, which is used to cut fish?

C. It is called a fish-knife.

T. There, then, is another kind of knife; what is it?

C. A fish-knife.

T. When your mother or father is going to carve the meat at dinner-time, she or he has a great big knife with which to carve it. What is such a knife called, since it is used for carving meat?

C. It is called a carving-knife.

T. So there are also what kind of knives?

C. There are also carving-knives.

T. What are the knives called with which men shave?

C. The knives with which men shave are called razors.

T. What is the big knife called with which butchers chop meat?

C. That is called a chopper or butcher's knife.

T. So there is another kind of knife called—?

C. There is another kind of knife called a chopper, or butcher's knife.

(*The teacher can also introduce great and small kinds of knives, old and new, sharp and blunt, children's knives, etc.*)

T. Now repeat to me all the different kinds of knives of which we have spoken.

V: WHAT CAN BE DONE WITH A KNIFE.

T. I am going to show you this knife once more, and now I want to know for what we use knives.

C. We use knives to cut things.

T. What do we cut at table with knives?

C. We cut bread, meat, cakes, cheese, butter, etc., with knives at table.

T. What is cut with knives in the kitchen?

C. Potatoes, beans, onions, and cucumbers are cut with knives.

T. What do I cut with a knife now?

C. You cut paper with a knife now.

T. What else can be cut with a knife, then?

C. Paper can be cut with a knife also.

T. What does a shoemaker cut with his knife?

C. He cuts leather with his knife.

T. What does the gardener cut with his knife?

C. He cuts flowers and prunes fruit trees with his knife.

T. A doctor sometimes cuts things with a small knife. What does he cut?

C. He cuts abscesses and boils, when they have come to a head.

T. I know another useful thing to be done with a knife. What am I doing with my knife now?

C. You are paring or peeling an apple.

T. What else, then, can be done with knives?

C. Apples can be peeled with knives.

T. I peeled an apple, but what other things can also be peeled with apples?

C. Potatoes, cucumbers, radishes, turnips, etc.

T. I know of another use for a knife. When big children have a pencil which is blunt at the end, and will not write, what do they do to it to make it write well again?

C. They point it again.

T. With what do they point it?

C. They point it with a knife.

T. What is another use for a knife then?

C. Another use for a knife is to point a pencil.

T. The points of which kinds of pencils can be cut with a knife?

C. The points of slate pencils and of lead pencils.

T. What else can you point with a knife, Charlie?

C. I can point a piece of stick with my knife.

T. Now repeat to me the various uses of a knife.

C. Knives are used to cut, to peel, and to point things.

T. To proceed. What am I doing with my pocket-knife?

C. You are shutting up your pocket-knife.

T. When I have shut up my knife, where can I put it?

C. You can put your knife in your pocket when you have shut it.

T. Imagine to yourselves that my knife was blunt, and

would not cut. What can I have done to it to make it sharp again ?

C. You can have it ground.

T. What can be done to a blunt knife, then ?

C. A blunt knife can be sharpened.

T. If the knife-blade were to look rusty, and I wanted to have it shining and clean again, what could I do to it ?

C. You could clean it.

T. Now, supposing my sister were to see my pocket-knife, and like it so much that she wanted to have it, what could I do to give my sister a great pleasure ?

C. You could give her your knife.

T. What else can I do with my knife ?

C. You can give it as a present to your sister or some one.

T. Now repeat what can be cut with a knife. What can be pared with a knife. What can I do with my pocket-knife when I have shut it up ? What can I do with my knife when it is blunt ? What can I do with my knife when it is rusty ? What can I do with my knife, if I wish to give pleasure to some one who wants it ?

•VI. WHAT NOT TO DO WITH THE KNIFE.

T. You told me once that we can cut things with our knives. Name for me some of the things which knives will cut once more.

C. Knives will cut wood, paper, leather, flowers, etc.

T. Once I saw a boy cutting something with a knife. But only think what that something was. He was cutting the table. What was he cutting ?

C. He was cutting the table.

T. What would there be in consequence on the table ?

C. There would be holes in consequence on the table.

T. If there are holes cut in a table, what will the table cease to look ?

C. The table will cease to look well.

T. Who cut the table?

C. A boy cut it.

T. With what did he cut it?

C. He cut it with a knife.

T. What piece of furniture must not be cut with a knife?

C. A table must not be cut with a knife.

T. What other pieces of furniture may not be cut?

C. Chairs, stools, sofas, etc., may not be cut with knives.

T. If you had a knife in your hand, David, and were to run into the room with it, what could easily happen to you?

C. I might fall down.

T. And what might happen to you if you fell with a knife in your hand?

C. I might cut myself.

T. What must not you children do if you have knives in your hands?

C. We must not run.

T. What would happen to the edge of the knife, if you tried to cut a stone with it?

C. It would get blunt.

T. What would happen to the edge of the knife, if you tried to cut a nail or a piece of iron with it?

C. It would get blunt.

T. Then what things must never be cut with knives?

C. Stones and iron must never be cut with knives.

T. Many children play with knives. What may easily happen to them?

C. They may cut themselves, if they play with knives.

T. What should children not do with knives?

C. Children should not play with knives.

T. For what ought a knife not to be used?

C. A knife ought not to be used as a plaything.



2. A HAMMER.

I. NAME AND KIND.

T. What is this here on the table ?

C. That is a hammer.

T. What object is this, then ?

C. It is a hammer.

T. I should like to know what sort of thing a hammer is. Is a hammer an animal, or a piece of furniture, or something to wear ?

C. No, it is not an animal, nor a piece of furniture, nor something to wear.

T. What is it then ? You do not know. Listen, then. When a tailor wants to make a coat, he wants something to cut out the shape of the coat. What does he want ?

C. He wants scissors.

T. Yes, and then he wants something to sew the parts of the coat together ; what is that ?

C. He wants a sewing needle to sew the coat together.

T. When the coat is sewn together, he wants something

to smooth out all the folds and creases. What does he use for smoothing the coat?

C. He uses a smoothing iron, or goose.

T. Tell me now all the things the tailor wants to make a coat.

C. The tailor wants scissors and sewing needles and a smoothing iron to make a coat.

T. The tailor calls those things his tools. What does he call them?

C. He calls them his tools, or instruments.

T. What is a pair of scissors, Martha?

C. A pair of scissors is an instrument or tool to cut with.

T. What is a needle?

C. A needle is an instrument to sew with.

T. What is a smoothing iron, or goose?

C. A smoothing iron, or goose, is a tool or instrument for smoothing out creases in cloth.

T. What does the carpenter want when he wishes to make a table?

C. The carpenter wants a saw when he wishes to make a table.

T. What else must he have, Johnny?

C. He must have a plane, a gimlet, and a chisel.

T. When the carpenter is going to nail on the top of the table, what must he have?

C. The carpenter must have nails and a hammer, when he is going to nail on the top of the table.

T. All these things which the carpenter wants to make something he calls his tools. So what is a saw, a plane, a gimlet?

C. A saw is a tool, a plane is a tool, and a gimlet is a tool.

T. And what is a hammer?

C. A hammer is a tool.

T. Eddie, when you are asked what a hammer is, what shall you say?

C. I shall say a hammer is a tool.

T. Say that all together. What is the awl called, which the shoemaker uses for his work?

C. The awl is called a tool.

T. What is the file used by the locksmith in his work called?

C. The file is called a tool.

T. Who can tell me what tools the carpenter wants for his work? the mason for his? the shoemaker for his? the tailor for his? and the tinker for his?

II. PLACE.

T. Where is the hammer now lying?

C. The hammer is lying on the table.

T. Now look, where is the hammer?

C. The hammer is under the table.

T. Now where is the hammer?

C. It is in the basket.

T. What is it now in front of?

C. It is in front of the clock.

T. Behind what is the hammer now?

C. Now the hammer is behind the tumbler.

T. Between what two objects is the hammer now?

C. The hammer is now between the book and the table.

III. PARTS.

T. Of how many parts does the hammer consist?

C. The hammer consists of two parts.

T. What is this part here called?

C. That part is called the handle of the hammer.

T. Thus we see the hammer has a what?

C. The hammer has a handle.

T. Tell me some other things which have handles also.

C. Spades, axes, shovels, digging-forks and rakes have handles.

T. What should you call this part up here?

C. That part is the head of the hammer.

T. Yes, it is. That is, in fact, the real hammer. What may these two parts be called?

C. These two parts may be called the handle and the hammer.

T. How is the handle made fast to the hammer?

C. It is knocked into it.

T. What must the hammer have, in order that the handle may be knocked into it?

C. The hammer must have a hole in it.

T. How must the handle be knocked into the hammer?

C. The handle must be knocked firmly into the hammer.

T. Why must it be knocked in so firmly?

C. It must be knocked in so firmly, that the hammer may not get loose, and come out.

IV. SHAPE.

T. What is the shape of the handle?

C. The handle is a long shape.

T. What is the handle, then?

C. The handle is long.

T. Has the handle any corners?

C. No, the handle has no corners.

T. What is it then, as it has no corners?

C. It is round.

T. If the handle had corners, what would it do to the hand?

C. It would hurt the hand, if it had corners.

T. Now let us look at the hammer itself. Let us see what its shape is. What shape is it here underneath?

C. It is round there.

(The hammer may perhaps be square there.)

T. What is it above here?

C. It is wide up there.

T. What has it on the wide part?

C. It has corners on the wide part.

T. What is the wide part?

C. The wide part is cornered.

T. Grown-up people might say it was angular, for angular means cornered. What does angular mean?

C. Angular means cornered.

(The hammer may be pointed at the end of the broad part, or it may have a cloven end, with which to pull out nails.)

V. MATERIAL, MAKER.

T. Of what is the handle of the hammer made?

C. The handle of the hammer is made of wood.

T. What sort of handle has the hammer?

C. The hammer has a wooden handle.

T. Once I saw a hammer, of which the handle was made of iron. Of what was it made, Julia?

C. It was made of iron.

T. What sort of handle was that?

C. That was an iron handle.

T. What sort of handles have some hammers?

C. Some hammers have iron handles.

T. Of what can the handles of hammers be made?

C. The handles of hammers can be made of iron or wood.

T. Which kind of handle lasts the longest?

C. Iron handles last the longest.

T. Of what is the hammer itself made?

C. The hammer itself is made of iron.

T. Why must the hammer be made of such strong stuff ?
C. Because if it were not made of strong stuff it would easily break.

T. I have sometimes seen wooden hammers. Who made them ?

C. Carpenters made them.

T. And who makes the real iron hammers ?

C. The toolmakers or blacksmiths.

T. And who makes the wooden handle of the hammer ?

C. The carpenter makes the wooden handle of the hammer.

T. How many people were required to make such a hammer as this ?

C. Two people were required to make it.

T. What two people ?

C. The carpenter and the blacksmith.

T. If the whole hammer is made of wood, who can make it by himself ?

C. The carpenter can make the whole hammer by himself, if it is made of wood.

VI. USE.

T. For what does the smith want a hammer ?

C. The smith wants a hammer with which to forge.

T. What does the smith forge ?

C. The smith forges iron.

T. When the smith wishes to make a straight piece of iron curved, with what does he strike the iron ?

C. He strikes it with his hammer.

T. What does he do with the hammer ?

C. He strikes the iron bar with the hammer.

T. When a smith wants to make a curved iron bar straight, what must he do with the hammer again ?

C. He must strike upon it with the hammer.

T. Who has seen a smith at work ?
C. I have.

T. What does the smith do with his hammer ?
C. The smith strikes with his hammer.

T. What does he strike with it ?
C. He strikes the iron with it.

T. What can a hammer do then ?
C. A hammer can strike.

T. Upon what does the tinker strike with his hammer ?
C. The tinker strikes tin with his hammer.

T. Upon what does the mason strike with his hammer ?
C. The mason strikes stone with his hammer.

T. Now think of a carpenter. When he wants to make a board firm, what does he knock through it ?
C. The carpenter knocks nails into the board.

T. With what does he knock the nails into the board ?
C. He knocks the nails into the board with a hammer.

T. What can you do with a hammer ?
C. We can knock nails into anything.

T. In some sofas you see a great many yellow or white pegs about the back. How did those pegs get into the back of the sofa ?
C. The pegs were knocked into the back of the sofa.

T. Who knocked them in ?
C. The man who made the sofa knocked them in.

T. What are the men called who make sofas ?
C. Men who make sofas are called upholsterers.

T. Who knocked the pegs in the sofa then ?
C. The upholsterer knocked them in.

T. With what did he knock them in ?
C. He knocked them in with his hammer.

T. What else can you knock into things with a hammer ?
C. We can also knock wooden pegs into things with a hammer.

T. You have told me that a man can strike things with a hammer, or knock in nails and pegs with a hammer. But there is another thing which a hammer can do. You have doubtless seen the great heaps of stones which are sometimes placed by the roadside. What are they placed there for?

C. They are placed there to be scattered over the road.

T. But they are such big stones; are they merely scattered over the road, and left there, or is anything else done to them?

C. Something is done to them.

T. What is done to the big stones?

C. They are broken.

T. What do the big stones then become?

C. The big stones become small.

T. What are the men called, who break stones **on** the roads?

C. They are called stone-breakers.

T. With what do they break the stones up?

C. They break the stones up with a hammer.

T. Have you noticed what sort of handle the stone-breaker's hammer has?

C. The stone-breaker's hammer has a long handle.

T. It is generally not a thick handle, is it?

C. No, it is generally a thin handle.

T. What does the man do with his hammer?

C. He breaks stones with it.

T. What else can be done with a hammer?

C. Stones can be broken with a hammer.

T. With what does the cooper bind casks, so that they may not fall to pieces?

C. He binds iron hoops round them.

T. What else then can be knocked with a hammer?

C. Hoops can be knocked with a hammer.

T. What does the shoemaker knock nails into with his hammer?

C. The shoemaker knocks nails into leather with his hammer.

T. Now repeat to me what can be hammered with a hammer.

C. Stones, leather, nails, pegs, and hoops can be hammered.

T. Now repeat to me the three uses of a hammer. What does the smith do with his hammer?

C. He forges with his hammer.

T. And what does the carpenter do with his?

C. He knocks nails with his.

T. And what does the stone-breaker do with his hammer?

C. He breaks stones with his hammer.

VII. KINDS.

T. What sort of hammers do smiths use?

C. Smiths use large hammers.

T. What is one kind of hammer then?

C. One kind of hammer is large.

T. The watchmaker also uses hammers when he is making a watch. A watch is a small thing, so what must the hammer be which the watchmaker uses?

C. The hammer which the watchmaker uses must be a small hammer.

T. Who uses small hammers?

C. Watchmakers use small hammers.

T. Then there are not only large hammers, but there are small hammers as well. In point of size, what kind of hammers are there? •

C. In point of size, there are two kinds, large and small.

T. Say that all together; say it alone, Kate. If you wanted to lift a large, heavy hammer, could you do it?

C. No, we could not.

T. Why could you not?

C. Because it would be too heavy.

T. What are some hammers then?

C. Some hammers are heavy.

T. What kind of hammers are there also?

C. There are heavy hammers also.

T. Do you think you could lift a watchmaker's hammer?

C. Yes, we could lift that.

T. Why could you lift that?

C. Because it is light.

T. What then are some hammers?

C. Some hammers are light.

T. What kind of hammers are there again then?

C. There are light kinds of hammers.

T. Tell me now, in point of weight, what kinds of hammers are there?

C. There are two kinds, heavy hammers and light hammers.

T. Of what are hammers made which smiths use?

C. The hammers which smiths use are made of iron.

T. Of what is my hammer here made?

C. Your hammer is made of iron.

T. What sort of hammer is made of iron?

C. An iron hammer is made of iron.

T. What kind of hammer is that?

C. That is an iron hammer.

T. Of what other stuff are hammers made besides iron?

C. Some hammers are made of wood.

T. What kind of hammer is that then?

C. That is a wooden hammer.

T. When we consider of what hammers are made, how many kinds have we mentioned?

C. We have mentioned two kinds—the iron and wooden hammers.

T. What is the hammer called which is used by the mason?

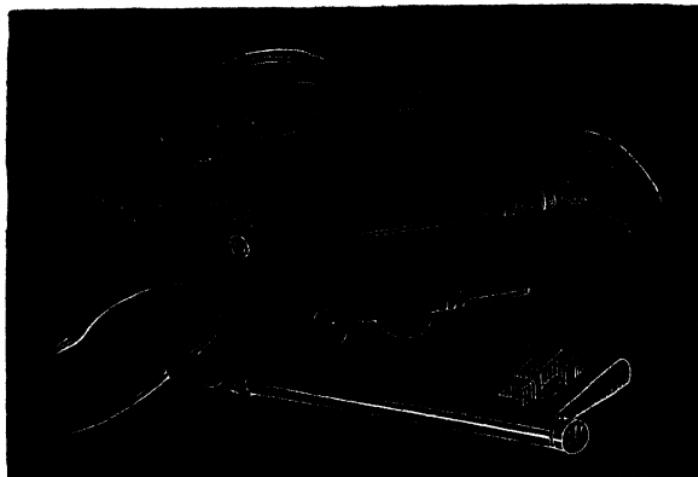
C. It is called a mason's hammer.

T. Now let us repeat the different kinds of hammers. First, as to size. Secondly, as to weight. Thirdly, as to material. Fourthly, as to the people who use them.

VIII. WHO USE HAMMERS.

T. Who uses a hammer? You can tell me the different workmen who use hammers.

C. Smiths, masons, carpenters, upholsterers, saddlers, coopers, etc.



3. A KEY.

(The teacher should, if possible, have several keys of different sizes in her hand; also a brass and a gold watch-key.)

I. NAME AND POSITION.

T. What do I hold in my hand?
C. You hold a key in your hand.
T. What kind of thing is this?
C. It is a key.
T. Where is the key now lying?
C. The key is lying on the table.
T. And now?
C. The key is lying on the chair.
T. And now where does it lie?
C. It lies on the window-seat.
T. Under what is the key now?
C. Now the key is under the book, now under the ink-stand, etc.
T. Near what is the key now lying?

C. The key is now lying near your hand, near the purse, near the ink-bottle, etc.

T. Before what is the key now lying?

C. The key is lying before the book, before the clock, etc.

T. Behind what object is the key now lying?

C. Behind the blackboard, behind the flowers.

T. Where is the key now put?

C. It is put in the glass, in the book, in the box, etc.

T. Between which objects is the key lying now?

C. It is lying between the book and the glass, between the cap and the hat, between the handkerchief and the box.

T. Now where is the key?

C. The key hangs on the wall now.

T. And now where is the key?

C. The key hangs on your finger.

T. And now where is it?

C. It is in your pocket.

II. PARTS.

T. Now look carefully at the key, and tell me what its parts are. First, what do we call this part here by which I am holding the key?

C. We call that part the handle of the key.

T. What has the key then?

C. The key has a handle.

T. What shape is the handle?

C. The handle is round.

T. Is it quite round, Mary?

C. No, it is long, as well as round.

T. The word for a long-round shape is oval, is it not?

C. Yes, oval.

T. So what shape is the handle of the key?

C. The handle of the key is oval.

T. What do we call this long part going down from the handle ?

C. That long part we call the stem of the key.

T. What has the key then ?

C. The key has a stem.

T. What other things have stems besides keys ?

C. Flowers and leaves and trees have stems—and vases and wineglasses.

T. What is the shape of the key-stem ?

C. The key-stem is round.

T. Has it corners ?

C. No, it has no corners.

T. Do you see here at the end of the stem is a four-cornered or square piece ? This square piece has several notches. Count how many it has. Do you know what this part of the key is called ? It is called the ward of the key. Repeat that all together. What has the key ?

C. The key has a ward.

T. In Germany this part of the key is called a beard. You know who wear beards, do you not ?

C. Yes, men wear them.

T. One animal has a beard ; which is that ?

C. It is the goat.

T. Yes, and beards of goats and beards of men hang down ; so I suppose that is why the Germans call this part of the key its beard, because it hangs down. How many parts of the key have we learnt to know ?

C. We have learnt to know three parts.

T. Name them, Minnie.

C. The handle, the stem, and the ward.

T. We will say that all together. I will tell you how to say it. "The key has a handle and a stem and a ward." Now repeat that sentence all together. Now again. Once more. Now, Kate, alone. Now you say it, May.

III. MATERIAL.

T. Can you tell me of what this key is made ?
C. That key is made of iron.
T. And this key ?
C. That is also made of iron.
T. Here is a little key, a watch-key; it is not like the other keys. Of what is it not made ?
C. It is not made of iron.
T. Of what then is this little key made ? Do you know what this yellow stuff is ?
C. It is brass.
T. Of what then are many keys made ?
C. Many keys are made of brass.
T. I have here another key. It hangs on my watch-chain. It looks yellow, as this other little one does. What do you suppose it is made of ?
C. Of brass.
T. Yes, but this is not the case. The substance of which this key is made is something better than brass. Of what is this ring on my finger made ?
C. The ring on your finger is made of gold.
T. And this key is made of the same substance as this ring. Of what is this key made ?
C. This key is made of gold.
T. Of what can keys be made then ?
C. Keys can be made of gold.
T. What is a key called when it is made of gold ?
C. It is called a golden key.
T. Of what is this big key made ?
C. That big key is made of iron.
T. And this one ?
C. That one is made of brass.
T. And the little key on my watch-chain ?

C. That little key is made of gold.
 T. Of what can keys be made ?
 C. Keys can be made of iron, or brass, or gold
 T. Which are the dearest keys to buy ?
 C. The dearest keys to buy are golden keys.

IV. COLOUR.

T. What colour is the key which is made of iron ?
 C. The key which is made of iron is brown.
 T. What colour are iron keys ?
 C. Iron keys are brown.
 T. What colour is this little key ?
 C. That is yellow.
 T. Of what is it made ?
 C. It is made of brass.
 T. What kind of key is it ?
 C. It is a brass or brazen key.
 T. What colour are brass keys ?
 C. Brass keys are yellow.
 T. Of what is this key on my chain made ?
 C. The key on your chain is made of gold.
 T. What kind of key is it therefore ?
 C. It is a golden key.
 T. And what colour is this golden key ?
 C. It is yellow.
 T. Which other key was also yellow ?
 C. The brazen key was also yellow.
 T. Which of these two yellow keys looks the nicer ?
 C. The gold key looks the nicer.
 T. Why does the gold key look the nicer ?
 C. Because the gold key sparkles more than the brass key does.

V. MANUFACTURER.

T. To what does the iron key belong ?

C. The iron key belongs to a lock.
T. Who made the lock ?
C. A locksmith made the lock.
T. As the key belongs to a lock, who will have made the key ?
C. The locksmith will have made the key.
T. Who makes iron keys then ?
C. Locksmiths make iron keys.
T. When a key is lost, what can the locksmith do for the lock ?
C. He can make another key to fit the lock.
T. To what does this little brass key belong ?
C. The little brass key belongs to a watch.
T. What sort of key is it ?
C. It is a watch-key.
T. Who makes the watches ?
C. Watchmakers make watches.
T. As this brass key belongs to a watch, who do you think makes such a brass watch-key ?
C. The watchmaker makes a brass watch-key.
T. What does the watchmaker make ?
C. The watchmaker makes brass watch-keys.
T. Of what is this third key made ?
C. This third key is made of gold.
T. What sort of key is it ?
C. A gold key.
T. Who is it that makes only gold things, gold rings, chains, etc. ?
C. Jewellers and goldsmiths.
T. What do goldsmiths make as well ?
C. Goldsmiths make gold keys.
T. Now let me hear if you can name all the people who made these three keys. Who made the iron key ? Who made the brass key ? Who made the gold key ?

VI. KINDS.

T. You have already told me of what keys are made. Who can repeat to me the three kinds of keys we have seen?

C. We have seen an iron key, a brass key, and a golden key.

T. What do you call the key which belongs to the schoolroom door, Mary?

C. I call it the schoolroom-door key.

T. So there is a key called—?

C. There is a key called the schoolroom-door key.

T. What do you call the key which belongs to the house door, Johnny?

C. I call it the house-door key.

T. What is another kind of key?

C. Another kind of key is the house-door key.

T. What is the key of the bedroom door called? Of a cellar? of a larder? of the garden door? of the cupboard? of the wardrobe? of the wash-house? of the fowl house? What keys are there, speaking of them in respect of the places to which they belong?

C. There is the bedroom key. The cellar key, etc.

T. What sort of key is this, in point of size?

C. That is a little key.

T. So there are, in point of size, what sort of keys?

C. There are little keys.

T. Tell me some little keys.

C. Watch-keys, money-box keys, desk keys, workbox keys, etc., are all little keys.

T. What is this key, in point of size?

C. That is a large key.

T. So in point of size what sort of keys are there, too?

C. There are big keys also.

T. Which key is generally a big key?
C. The house-door key is generally a big key.
T. In point of size, how many kinds of keys have we mentioned?

C. We have mentioned two kinds of keys, large and small keys.

T. When a key has been used for many years, what kind of key is it then?

C. It is then an old key.

T. So there are what kind of keys, in respect of their having been a long time or a short time in use?

C. There are old keys.

T. If I ask a locksmith to make me a key to-day, what will that key be?

C. That will be a new key.

T. So in point of age how many kinds of keys are there?

C. Two kinds, old and new keys.

T. Now let me hear who can tell me all the different kinds of keys which we have spoken about. What sort of keys are there when we consider of what they are made?

C. There are iron, brass, and gold keys.

T. What kind of keys are there when we think of the places to which they belong?

C. There are house-door keys, cellar keys, etc.

T. What kind of keys are there in point of size?

C. There are large and small keys.

T. What sort of keys are there when we consider how long they have been made?

C. There are old and new keys.

(Let these sentences be repeated in chorus.)

VII. WHAT CAN BE DONE WITH A KEY.

T. I have the key of the schoolroom in my hand. If I

want to lock the schoolroom door, what must I do with the key ?

C. You must put the key in the lock, if you want to lock the schoolroom door.

T. What must there be in the lock to allow me to pass the key into it ?

C. There must be a hole in the lock.

T. What is the hole in the lock called, into which I can put the key ?

C. The hole in the lock into which you can put the key is called the key-hole.

T. Where do I put the key when I want to lock the door ?

C. You put the key in the key-hole, when you want to lock the door.

T. Is the door then locked ?

C. No, the door is not locked.

T. What must I first do to the key ?

C. You must turn the key in the lock.

T. I have just turned it. What has happened to the door now ?

C. The door is locked now.

T. Try if you can get out of the room, Sally. What can we do with a key ?

C. We can lock a door with it.

T. Is the door open or shut, Tom ?

C. It is shut.

T. What must I do before I can open the door ?

C. You must unlock it.

T. With what do I unlock it ?

C. You unlock it with the key.

T. What else can I do with the key, then ?

C. You can unlock the door with it.

T. We can do two things to the door with the key. What are they ? Who can tell me ?

C. With the key you can lock and unlock the door.

T. Sometimes, when the door is locked or unlocked, I do not leave the key in the key-hole. What can I do with it?

C. You can take it out of the lock.

T. So what else can I do with a key?

C. You can take it out of the lock.

T. Where do I put the key sometimes, when I have taken it out of the lock?

C. Sometimes you put it in your pocket.

T. Sometimes I hang it up. Where do I hang it?

C. You hang it on the nail in the wall.

T. Some people have a number of small keys. On what do they hang them, so as not to lose any of them?

C. They hang them on a ring.

T. What is the ring called, on which keys are hung?

C. It is called a key ring.

T. Who has seen such a ring with several keys on it?

C. I have.

T. Who had such a ring of keys?

C. My mother.

T. What did she call it, Susie?

C. She called it her bunch of keys.

T. Now let us repeat all that we can do with a key.

C. We can put the key in a lock; open the door; shut the door; take the key out of the lock.

T. And where do people keep their keys?

C. In their pockets, or on a nail, or on key rings in a bunch.



VII. THE PARTS OF THE BODY.

1. *THE HEAD.*

I. THE NAME AND NUMBER.

T. What is the uppermost part of the body called ?
C. The uppermost part of the body is called the head.
T. What have we on our bodies ?
C. We have a head on our bodies.
T. Have you a head, Rosa ? Oscar, have you one ?
C. Yes, we have a head.
T. What have all men ?
C. All men have heads.
T. What have all animals also ?
C. All animals have heads also.
T. Name an animal which has a head.
C. A dog, a horse, a cat, a lion, has a head.
T. How is it with the birds, fishes, frogs, beetles, butterflies ?

C. Birds, fishes, frogs, beetles, butterflies, all have a head.

T. What can be said of all animals then ?

C. That all animals have a head.

T. And what can be said of all men ?

C. That all men have a head.

T. So who have heads ?

C. All men and all animals have heads.

T. Have you ever seen a man who has two heads ?

C. No, we have never seen a man who had two heads.

T. Or, have you seen an animal which has two heads ?

C. No, we have never seen an animal which had two heads.

T. How many heads has every man only ?

C. Every man has one head only.

T. Only how many heads has every animal

C. Every animal has only one head.

T. Show me your head with your hand, and say, That is my head,

Place your hand upon your head. Place both hands upon your head.

II. PLACE.

T. What is this part here called, upon which your head rests ?

C. The part of the body on which the head rests is called the neck.

T. Upon what do our heads rest ?

C. Our heads rest upon our necks.

T. What is this part of our body here called, Jack ?

C. That part of our body is called the shoulder.

T. And what is this part here called ?

C. That part is also called the shoulder.

T. How many shoulders have you ?

C. We have two shoulders.

T. How many shoulders have the other children ?

C. The other children have two shoulders.

T. Between which two parts of the body, then, is the head ?

C. The head is between the two shoulders.

T. What does our head rest upon ?

C. Our heads rest upon our necks.

T. Between which two parts of our bodies do our heads rest ?

C. Our heads rest between the two shoulders.

III. SHAPE.

T. What is the shape of our heads ?

C. The shape of our heads is round.

T. What are our heads then ?

C. Our heads are round.

T. Can you name an animal with four legs, which has also a round head ?

C. A cat, a pug-dog, a tiger, have round heads.

T. What kind of heads have sparrows, geese, and canary-birds ?

C. Sparrows, geese, and canary-birds have round heads.

T. But can you also name an animal which has not a round head, but a long head ?

C. A horse, a cow, a dog, a fish, a fox, a hare, have long heads, and not round heads.

IV. CHIEF PARTS.

T. What part of the head is this, where I now place my hand ?

C. The part of the head where you now place your hand is the back of the head.

T. So what is this part of the head called, since it is at the back ?

C. That part of the head is called the back of the head.

T. Show me this part on your head. Place your hand on it. What part of the head is that then ?

C. That part of the head is the back of the head.

T. What is that part of the head called which is in front ? (*Here cover the face with both hands.*)

C. The part of the head which is in front is called the front of the head.

T. How many parts of the head have we found now ?

C. We have now found two parts of the head.

T. What are these two parts called ?

C. The two parts are called the back of the head and the front of the head.

T. The front of the head is called by another name ; you can surely tell me what it is. What is the whole of this part here called, in which is placed the nose, the mouth, and the eyes ?

C. The part of the head in which the nose, the mouth, and the eyes are placed is called the face.

T. What can we say instead of the front of the head ?

C. Instead of the front of the head, we can say the face.

T. What can we see in the face ?

C. We can see the nose, the cheeks, the forehead, the eyelids, the eyes, the mouth, the lips, the teeth.

T. Where have I placed my hand just now ?

C. You placed your hand on your head just now.

T. What is that part of the head called, which is here above ?

C. That part of the head is called the top of the head.

T. You have answered quite rightly. But grown-up people call this part by another name. Does anybody

know it? Will you say it? Grown-up people call this part the crown. What do they call this part?

C. Grown-up people call this part of the head the crown.

T. What part of the head do they call the crown?

C. They call the top of the head the crown.

T. What do you see on both sides of the head?

C. We see ears on both sides of the head.

T. How many ears has a man?

C. A man has two ears.

T. And where are these two ears placed?

C. The two ears are placed on each side of the head.

T. Now let me hear if you know all the parts of the head. What is this part called?

C. That part is called the back of the head.

T. This? (The face.) This? (The crown.) And these two? (The ears.) What are the principal parts of the head?

C. The back of the head, the face, the crown, the ears.

V. COVERING.

A. *Natural.*

T. What is there upon the top of our heads?

C. There is hair on the top of our heads.

T. With what is your head covered?

C. My head is covered with hair.

T. Fritz, what have you that is covered with hair?

C. My head is covered with hair.

T. Robert, if I were to cut your hair quite short, and if it were winter-time out of doors, what would happen when you went out of doors?

C. My head would be cold when I went out of doors.

T. Do you see, then, why God has given you hair to cover your head?

C. God has given me hair to cover my head, that it should not be cold.

T. That what part of your body should not be cold?

C. That my head should not be cold.

T. From what does our hair protect us?

C. Our hair protects us from the cold.

T. At what time of the year should our heads not be cold?

C. Our heads should not be cold in the winter-time.

T. But now let us think again; if it were summer-time, what shines down upon us very hot?

C. The sun shines down upon us very hot in the summer.

T. Now if a child had no hair on its head, and if it went out of doors, how would the sun shine upon its head?

C. The sun would shine very hot indeed on the child's head.

T. But what would the sun do to the child, if it shone very hot upon the child's head?

C. If the sun shone very hot upon the child's head, it would hurt the child.

T. What part of the child would soon be hurt?

C. The head of the child would soon be hurt.

T. What kind of pain would the child feel in the head?

C. The child would feel his head ache.

T. What would have made his head ache?

C. The heat of the sun would have made his head ache.

T. From what does our hair protect us then?

C. Our hair protects us from the heat.

T. At what time of the year does our hair protect us from the heat?

C. Our hair protects us from the heat in the summer-time.

T. What part of our bodies is protected from the heat of summer by the hair?

C. Our heads are protected by the hair from the heat of the summer.

T. From what does the hair protect the head in the winter?

C. The hair protects the head from the cold in winter.

T. And from what does it protect us in the summer-time?

C. It protects us from the heat in the summer-time.

T. How would people look if they had no hair on their heads?

C. People would look very ugly, if they had no hair on their heads.

T. For what reason then has God given us hair on our heads?

C. God has given us hair on our heads, that we may look nice.

T. When a girl wears a wreath of flowers in her hair that she may look pretty, it is said of her, "That girl wears a wreath of flowers for an ornament." What is said of her?

C. The girl wears a wreath of flowers in her hair for an ornament.

T. What has God made to grow upon our heads, that we may look pretty?

C. God has made hair to grow on our heads, that we may look pretty.

T. Why have we hair on our heads?

C. We have hair on our heads for an ornament.

T. What is an ornament upon our heads?

C. Hair is an ornament upon our heads.

T. What people have sometimes no hair upon their heads?

C. Old people have sometimes no hair upon their heads.

T. What children have very little hair upon their heads?

C. Babies have very little hair on their heads.

T. When did you have very little hair on your heads?

C. When we were babies, we had very little hair on our heads.

B. Artificial.

T. Boys, when you go out of doors, what do you put on your heads?

C. We put caps or hats on our heads when we go out of doors.

T. Where do you put your hats and caps?

C. We put our hats and caps ~~on~~ our heads.

T. When you put your hat on, only half of your head can be seen. Why is that?

C. Only half of our heads can be seen, because we have hats on our heads.

T. What does the cap or hat cover?

C. The cap or hat covers the top of the head.

T. With what do boys cover their heads?

C. Boys cover their heads with caps or hats.

T. What do men wear upon their heads?

C. Men wear hats or caps upon their heads.

T. Who wear hats upon their heads?

C. Men wear hats upon their heads.

T. Who also wear caps upon their heads?

C. Men also wear caps on their heads.

T. A great many men wear something else upon their heads. Think again of the soldiers. What do they wear upon their heads?

C. Soldiers wear helmets, shakos, forage caps, busbies.

T. Now we also know with what men and boys cover their heads. With what do they cover their heads?

C. Men and boys cover their heads with hats and caps.

T. And with what do soldiers cover their heads ?

C. Soldiers cover their heads with helmets, shakos, forage caps, and busbies.

T. Now let us ask the little girls with what they cover their heads. Tell me, little girls, what do you cover your heads with ?

C. We cover our heads with hats, bonnets, and hoods.

T. What do some girls wear on their heads to keep their hair smooth ?

C. Some girls wear nets on their heads to keep their hair smooth.

T. There are many poor girls who have no hats, or bonnets, or hoods to wear on their heads. What do they bind round their heads ?

C. They bind a handkerchief round their heads.

T. What can the head be covered with ?

C. The head can be covered with a handkerchief.

T. Now you have told me, little girls, what you cover your heads with ; can you tell me with what ladies cover their heads ?

C. Ladies cover their heads with hats, bonnets, and hoods.

T. What do peasant women, milk women, and women who sell vegetables, potatoes, and fruit in the streets often bind round their heads ?

C. Peasant women, milk women, and women who sell potatoes, vegetables, and fruit in the streets often bind a handkerchief round their heads.

T. What do women often wear on their heads ?

C. Women often wear handkerchiefs on their heads.

T. Now I know something else which women often wear on their heads ; do you recollect, little girls, what your mother has on her head when she gets out of bed ?

C. Mother has a night-cap on her head when she gets out of bed.

T. What do many women wear on their heads?

C. Many women wear night-caps on their heads.

T. With what do many women cover their heads?

C. Many women cover their heads with night-caps.

T. When do little girls sometimes wear a night-cap?

C. Little girls sometimes wear a night-cap when they go to bed.

T. Now repeat to me all the things with which women and children cover their heads. Now tell me what kind of hats boys wear in the summer.

C. Boys wear straw hats in the summer.

T. What kind of hats do men wear in the summer?

C. Men wear straw hats in the summer.

T. What kind of hats do boys wear in the summer?

C. Boys wear straw hats in the summer.

T. Of what are many hats made, which girls and ladies wear in the summer?

C. The hats which girls and ladies wear in the summer are often made of straw.

T. Why are hats made of straw worn in summer?

C. Because straw hats are not warm.

T. And why are caps of straw worn in summer?

C. Because they are not warm.

T. I now know why straw hats are worn in summer. If you were to take a hat made of felt in your hand, and then a hat made of straw, which hat would be the heavier?

C. The hat made of felt would be the heavier.

T. And how would the straw hat feel?

C. The straw hat would feel light.

T. Why do people wear straw hats in summer?

C. People wear straw hats in summer because they are light.

T. A great many children in winter wear warm caps. Of what are these warm caps made?

C. Those warm caps are made of felt.

T. What are such caps called then?

C. Such caps are called felt caps.

T. Why do they wear felt caps?

C. They wear felt caps because they are warm.

T. What kind of hats do boys not wear in winter?

C. Boys do not wear straw hats in winter.

T. What kind of hats do grown-up people wear in winter?

C. Grown-up people wear felt hats in winter.

T. But how is it with the soldiers? What may they not wear in winter?

C. Soldiers may not wear felt caps in winter.

T. Who may not wear felt caps in winter?

C. Soldiers may not wear felt caps in winter.

T. How do girls cover their heads in winter? or how do women cover their heads in winter?

C. Women and girls cover their heads in winter with velvet hats, satin hats, hoods, handkerchiefs.

T. How does a satin or velvet hat, a hood, a handkerchief, keep the head?

C. A satin or velvet hat, a hood, a handkerchief, keeps the head warm.

T. What kind of head covering keeps girls' and women's heads warm in winter?

C. Velvet hats, satin hats, hoods, handkerchiefs.

T. How does a velvet hat, a shawl, a hood, a handkerchief keep the head?

C. A velvet hat, a shawl, a hood, a handkerchief keeps the head warm.

T. What head covering keeps the heads of girls and of women warm in winter?

C. A velvet hat, etc., keep the heads of girls and of women warm in winter.

T. Now let us repeat all over again the different things with which men and women and children cover their heads. With what do men and boys cover their heads?

C. Men and boys cover their heads with hats and caps.

T. With what do soldiers cover their heads?

C. Soldiers cover their heads with helmets, busbies, shakos, and forage caps.

T. With what do girls and women cover their heads?

C. Girls and women cover their heads with bonnets, hats, hoods, handkerchiefs, and shawls.

T. What kind of hats do men and boys wear in summer?

C. Men and boys wear straw hats in summer.

T. What kind of hats do men and boys wear in winter?

C. Men and boys wear felt hats in winter.

T. What do girls and women wear on their heads in summer?

C. Girls and women wear straw hats on their heads in summer.

T. What do they wear on their heads in winter?

C. They wear velvet and satin hats, and bonnets and hoods.

VI. MOVEMENTS OF THE HEAD.

T. Now we will see what we can do with our heads. What am I doing now with my head?

C. You are nodding with your head.

T. What can you do with your heads then?

C. We can nod our heads.

T. All nod your heads. What can you do with your heads then?

C. We can nod with our heads.

T. Perhaps you can tell me some animal which very often nods his head.

C. A horse often nods his head.

T. Sometimes you say to your mother, "Mother, may I have an apple?" and your mother nods her head; what does she mean by that?

C. When mother nods her head, it means we may have an apple.

T. If she did not like to nod, what would she have said in answer to your question?

C. She would have said "Yes" in answer to our question.

T. What does a nod of the head often mean?

C. A nod of the head often means "yes."

T. What am I doing with my head now?

C. You are shaking your head now.

T. What can you do with your head then?

C. We can shake our heads.

T. All of you shake your heads. What can be done with your heads besides?

C. We can shake our heads besides.

T. If you were to ask your mother if you might go out in the street, and your mother shook her head, what would she mean to say by that?

C. Mother would mean to say, if she shook her head, "No, you may not go out in the street."

T. What does a shake of the head mean sometimes?

C. A shake of the head means sometimes "no."

T. Now I will ask you some questions, and you shall give me the answers. But you must only answer me with your head.

Do you love your mother? (Nod.)

Do you like to eat apples? (Nod.)

Do you like to drink vinegar? (Shake your heads.)

Would you like to play with a cross child? (*Shake your heads.*)

Look towards the window. What must you do with your heads to enable you to look out of the window?

C. To enable us to look out of the window we must turn our heads.

T. Now look towards the fire. What must you again do with your heads?

C. To look towards the fire, we must again turn our heads.

* T. What can be done with the head besides?

C. We can turn our heads as well.

T. Which side can you turn your heads?

C. We can turn our heads to the right side.

T. But which side can you also turn your heads?

C. We can also turn our heads to the left side.

T. What is towards the right side, that is, the right hand?

How can you turn your heads?

C. We can turn our heads towards the right hand.

T. When you turn your heads towards the left side, how do you turn your heads then?

C. When we turn our heads towards the left side, we turn our heads towards the left hand.

T. Towards how many sides can you turn your heads?

C. We can turn our heads towards two sides.

T. How can you turn your heads?

C. We can turn our heads to the right and to the left.

T. Now all together look down at your feet. What are you doing now with your heads, so that you may be able to see your feet?

C. We are bending our heads, so that we may be able to see our feet.

T. What can be done with the head as well?

C. We can bend our heads as well.

T. Once again bend your heads all together. Good. Now all sit straight upright again. What were you obliged to do just now with your heads, since they were all bent down?

C. We were all obliged to raise our heads, since they were bent down.

T. What also can be done with the head?

C. The head can also be raised.

T. Who will tell me the two things together that you have just learnt, that can be done to the head?

C. The head can be bent forward, and raised again.

T. Now we will repeat all that can be done with the head. Every child look at me. I will show you what can be done with the head. But you must tell me every time what I am doing with my head. (*Nod, shake the head, turn to the right, turn to the left, bend the head, raise the head.*)



2. *THE FACE.*

I. PLACE AND NUMBER.

T. On which side of the head is the face placed ?
C. The face is placed on the front of the head.

T. Have you ever seen a man who had his face on the back of his head ?
C. No.

T. How many faces has a man ?
C. A man has one face.

T. But think a little. I once saw a man who had two faces, the one in front and the other at the back of the head. But this man was made of wood. A little bit of string was fastened to the man, and when the string was pulled, the man moved his arms and his legs quickly. What kind of a man was that ?
C. That man was called a harlequin.

T. How many faces had the harlequin ?
C. The harlequin had two faces.

T. Recollect the harlequin has two faces.

C. Yes, we will recollect the harlequin has two faces.

T. What is a harlequin ?

C. A harlequin is a plaything.

II. THE PARTS AND THE PLACE.

T. Now look straight in my face. What have I altogether in my face ?

C. You have altogether in your face, a nose, eyes, forehead, temples, cheeks, mouth, lips, nostrils, eyelids, eyebrows, eyelashes, and chin.

(*The answers here must be rather confused. Let it pass.*)

T. Tell me again what I have in my face.

C. You have eyes, eyebrows, eyelids, eyelashes, nose, nostrils, mouth, lips, cheeks, forehead, temples, and chin.

T. What have you in your faces ?

C. We have eyes, etc.

T. Once again tell me what I have in my face.

C. You have mouth, etc.

T. Have you only one nose, one mouth, one chin, one forehead ?

C. Yes, we have only one nose, one mouth, one chin, one forehead.

T. Again, what only have you in your face ?

C. We have only one nose, one mouth, one chin, one forehead.

T. Now you shall tell me where all these different parts of the face are placed. Over which part of the face is the forehead placed ?

C. The forehead is placed in the face over the eyes.

T. Under which part are the eyes placed ?

C. The eyes are placed under the forehead.

T. Between which parts is the nose placed ?

C. The nose is placed between the eyes.

T. There are still two other parts on each side of the nose. What are these two parts?

C. Those two parts on each side of the nose are the cheeks.

T. Between which two parts is the nose placed?

C. The nose is placed between the two cheeks.

T. Above which part is the nose placed?

C. The nose is placed above the mouth.

T. Under which part is the mouth placed?

C. The mouth is placed under the nose.

T. Above which part is the mouth placed?

C. The mouth is placed above the chin.

T. Between which two parts is the mouth placed?

C. The mouth is placed between the nose and the chin.

T. Under which part is the chin placed?

C. The chin is placed under the mouth.

T. What is here on each side of the nose?

C. The cheeks are on each side of the nose.

T. Where are the cheeks placed?

C. The cheeks are placed on each side of the nose.

T. What are placed on each side of the forehead?

C. The temples are placed on each side of the forehead.

T. Now point with your finger to your nose, and say,

“That is my nose.”

C. That is my nose.

T. Point to your forehead, and say what that is.

C. That is my forehead.

T. Point to your mouth, your chin, the tip of your nose, and say what each of them is. Now point with your finger to your eyes, and say, “Those are my eyes.” Point to your cheeks, your temples, your nostrils, the corners of your mouth. Which is one of the parts of the face that we can move?

C. The eyes are the one part of the face that we can move.

T. Move your eyes. Look here, look there, shut your eyes; open them. What other part is also moveable?

C. The mouth is also moveable.

T. Move your mouth. Open it, shut it. Speak, say dog, cat, Tom. What other part of the face can you also move?

C. The cheeks can also be moved.

T. Blow your cheeks. Make as if you were chewing. Look here, see what other part I am moving. Which part am I moving?

C. You are moving the chin.

T. Move your chin. Which part can also be moved?

C. The chin can also be moved.

T. Now move your nose. Try and shake it a very little. Why are you not moving it?

C. I am not moving my nose, because it will not move.

T. What part of the face cannot be moved?

C. The nose cannot be moved.

T. What other part of the face cannot be moved?

C. The forehead cannot be moved.

T. Shake your ears, all together. Shake your ears at once. Why do you not shake your ears?

C. We cannot shake our ears, because they will not move.

T. What part of the head can you not move?

C. We cannot move our ears.

III. COLOUR.

T. Richard, come to me. Look at Willy. What colour is Willy's face?

C. Willy's face is a red colour.

T. How does Willy's face look?

C. Willy's face looks red.

T. Have all men rosy faces?

C. No, all men have not rosy faces.

T. How do people who are ill look ?

C. People who are ill look pale.

T. How do the faces of old people generally look ?

C. The faces of old people generally look pale.

T. What sort of people have generally rosy faces ?

C. Young people have generally rosy faces.

T. How many colours of the face have we named ?

C. We have named two colours of the face.

T. How do many faces look ? And again, how do others look ?

C. Many faces look rosy, and others again look pale.

T. Perhaps you have heard that there are people who have black faces.

C. Yes, we have heard that there are people who have black faces.

T. What are those people called, who have black faces ?

C. We call those people who have black faces, Negroes and Moors.

T. What kind of faces have negroes ?

C. Negroes have black faces.

T. What have the negroes black besides the face ?

C. The negroes have black hands and feet.

T. What does the whole body of the negro look like ?

C. The whole body of the negro looks black.

T. Now I will tell you that there are men whose faces look brown. These men live far away from here. They are called Indians. What are they called ?

C. The men who have brown faces are called Indians.

T. And what do the Indians look like ?

C. The Indians look brown.

T. At what time of the year do many people look brown in this country ?

C. Many people look brown in this country in the summer.

T. What makes people brown in the face?

C. The sun makes people brown in the face.

T. What kind of people usually look brown in the face in the summer?

C. People who work in the fields, haymakers and reapers, and people who work out of doors, builders and painters.

T. I have also seen people here who looked black as a coal in the face; even their very clothes were as black as pitch. Do you know what sort of people I mean?

C. You mean the chimney-sweepers.

T. What sort of faces have chimney-sweepers?

C. Chimney-sweepers have black faces.

T. How do the chimney-sweepers make their faces so black?

C. The chimney-sweepers make their faces so black with the soot.

T. How would a chimney-sweeper's face become, if he were to wash his face?

C. If a chimney-sweeper were to wash his face, it would become white again.

T. Now if a negro were to wash his face very hard indeed, would it become white also?

C. No, a negro's face would not become white, if he were to wash it very hard indeed.

T. What would a negro not become, if he were to wash?

C. A negro would not become white, if he were to wash.

T. Now let us repeat what kind of colours faces have. Who knows what they are?

C. Faces have a red, pale, black, and brown colour.

T. Which men have red, pale, black, and brown faces?

C. We have red or pale faces, negroes and Moors have black faces, and Indians are brown.

IV. DIFFERENT KINDS OF FACES.

T. Come to me, Dora. Now look at Dora's cheeks. You are not to tell me how Dora's cheeks look, but you are to tell me what they are.

C. Dora's cheeks are fat.

T. What kind of cheeks has Dora?

C. Dora has fat cheeks.

T. Which amongst you has fat cheeks, besides Dora.

C. Rosa, here, has fat cheeks, as well as Dora.

T. What kind of cheeks have a great many children?

C. A great many children have fat cheeks.

T. But it is not only children who have fat cheeks.

What kind of people have also fat cheeks sometimes?

C. Grown-up people have also fat cheeks sometimes.

T. If somebody had very very fat cheeks, and he became ill, and remained ill for a long time, what sort of cheeks would he no longer have?

C. If somebody had fat cheeks, and became ill, and remained ill a long while, he would no longer have fat cheeks.

T. What would his cheeks become?

C. His cheeks would become thin.

T. What kind of cheeks have sick people?

C. Sick people have thin cheeks.

T. Willie, come to me. What kind of cheeks has not Willie?

C. Willie has not fat cheeks.

T. Are you ill, Willie?

C. No, I am not ill.

T. How do you feel?

C. I feel quite well.

T. And what sort of cheeks has he?

C. He has thin cheeks.

T. What sort of children have thin cheeks ?
C. Children who are well have thin cheeks.

T. Are all the grown-up people ill, who have thin cheeks ?
C. No ; all the grown-up people are not ill, who have thin cheeks.

T. How can people be, who have thin cheeks ?
C. People who have thin cheeks can be well.

T. What kind of people can also have thin cheeks ?
C. People who are well can also have thin cheeks.

T. Young people have generally fat cheeks. But perhaps you know what people have generally thin cheeks.
C. Old people have generally thin cheeks.

T. What sort of cheeks have old people very often ?
C. Old people have very often thin cheeks.

T. What have men placed between the mouth and chin ?
C. Men have a beard placed between the mouth and chin.

T. What are those faces called, which have a big beard ?
C. Those faces which have a big beard are called bearded faces.

T. What are many faces, then ?
C. Many faces are bearded.

T. What do boys not have on their faces ?
C. Boys do not have beards on their faces.

T. What has your face not got ?
C. My face has not got a beard.

T. How does your face feel ? (*Feel your face.*)
C. My face feels smooth.

T. How are many faces ?
C. Many faces are smooth.

T. What sort of people never have beards ?

C. Girls and women never have beards.

T. What do girls' faces never have ?

C. Girls' faces never have beards.

T. There are men whose work makes them very dirty.

Which workmen are made dirty by their work ?

C. Masons, smiths, miners, and chimney-sweepers.

T. How do masons often look in the face ? *

C. Masons often look dirty in the face.

T. And how do smiths, miners, locksmiths, and chimney-sweepers look in the face ?

C. Smiths, etc., look dirty in the face.

T. What workmen have dirty work ?

C. Miners, etc., etc., have dirty work.

T. Has a tailor, linen weaver, or cabinet maker dirty work ?

C. No; a tailor, linen weaver, or cabinet maker has not dirty work.

T. How can a tailor's face always be ?

C. A tailor can always have a clean face.

T. How can a sempstress' face, a milliner's face, always be ?

C. A sempstress', a milliner's face can always be clean.

T. What sort of faces have many people ?

C. Many people have dirty faces—many people have clean faces.

V. KINDS OF FACES.

T. Let us think over all the different kinds of faces there are. When you think about the colours which many faces have, you will be able to name some of the colours at once. What are the different colours of faces ?

C. The different colours of faces are red, pale, black, and brown.

T. What kind of faces are those which have fat cheeks ?
 C. The faces which have fat cheeks are fat faces.
 T. And what kind of faces are those which have thin cheeks ?
 C. The faces which have thin cheeks are thin faces.
 T. Then think what kind of faces there are, whether thin or fat.
 C. Faces are thin and fat.
 T. What sort of faces have old people, because they are old ?
 C. Old people have old faces, because they are old.
 T. What sort of faces are there besides ?
 C. There are old faces.
 T. What sort of faces have young people, because they are young ?
 C. Young people have young faces, because they are young.
 T. What kind of faces have you, old or young ?
 C. We have young faces.
 T. What kind of faces are there then as well ?
 C. There are young faces as well.
 T. How many kinds of faces are there then; if you think about the age of faces ?
 C. There are two kinds of faces, if we think about the age of faces.
 T. Which are those two kinds of faces ?
 C. Those two kinds of faces are old faces and young faces.
 T. When a man is in good health, what kind of face has he ?
 C. He has a healthy face.
 T. But if a man is ill, what sort of face has he then ?
 C. He has a sick face.
 T. What colour has *not* a sick face ?

C. A sick face has not a red colour.

T. And how is the sick face, if you think about the fatness of the face ?

C. The face is thin.

T. What sort of face, then, has the man who is in good health ?

C. A man who is in good health has a healthy face.

T. And what sort of face has a man who is ill ?

C. A man who is ill has a sick face.

T. Therefore what other kinds of faces are there ?

C. There are healthy faces and sick faces.

T. What do we call those faces which have beards ?

C. We call those faces which have beards, bearded faces.

T. What other sort of faces are there, then ?

C. There are bearded faces.

T. What are the faces called, which have no beards ?

C. The faces which have no beards are called smooth faces.

T. Therefore what kind of faces are there ?

C. There are smooth faces.

T. When you think about the beards, what sorts of faces are there ?

C. There are smooth faces and bearded faces.

T. There are some faces which are prettily round.

What faces are there ?

C. There are faces prettily round.

T. What sort of faces are there, then ?

C. There are round faces.

T. Some men, again, have long faces. What kind of faces have some men ?

C. Some men have long faces.

T. What sort of faces are there, then ?

C. There are long faces.

T. What kind of faces are there, if you consider their shape?

C. There are round faces and long faces.

(Do not mention that there are ugly and pretty faces.)

T. Let us now try if we still know all the different kinds of faces. If we consider the colour, what kind of faces are there?

C. There are red, pale, black and brown coloured faces.

T. If we consider if faces are fat or thin, what sort of faces are there?

C. There are fat faces and thin faces.

T. What sort of faces are there, if you consider their ages?

C. There are old faces and young faces.

T. What kind of faces are there, if you think about their being healthy or unhealthy?

C. There are healthy faces and not healthy faces.

T. What sort of faces are there, if you think about the beard?

C. There are bearded faces and smooth faces.

T. What sort of faces are there, if you consider the shape?

C. There are round faces and long faces.

VI. THE CHANGES IN THE FACE.

T. How do the faces of young people generally look?

C. The faces of young people generally look red.

T. How do the faces of old people usually look?

C. The faces of old people usually look pale.

T. What is the colour of all faces when they are old?

C. The colour of all faces, when they are old, is a white colour.

T. How are the faces of young people generally?

C. The faces of young people are generally fat.

T. But how are the faces of old people usually ?

C. The faces of old people are usually thin.

T. What do faces become when they are old ?

C. Faces, when they are old, become thin.

T. If you look at the face of a young girl, it is quite smooth. But the face of a grandmother is not smooth. What has a grandmother on her face ?

C. A grandmother has wrinkles on her face.

T. How do faces become when they grow old ?

C. Faces, when they grow old, become wrinkled.

T. You see then, children, that faces can change very much. How can your rosy faces become ?

C. Our rosy faces can become pale.

T. How can your fat faces become ?

C. Our fat faces can become thin.

T. How can your smooth faces become ?

C. Our smooth faces can become wrinkled.

T. What kind of a face has a child at Christmas-time, the night before the Christmas tree ?

C. A child has a happy face at Christmas-time, the night before the Christmas tree.

T. Think now of a little girl who has a beautiful doll. But one day the doll falls upon the stones, and the doll's head is broken into a thousand pieces. What sort of face would the girl have ?

C. The girl would have a very sad face.

T. What sort of face does a child have when it is happy ?

C. A child has a happy face when it is happy.

T. But what sort of face does a child have when something has happened which it does not like ?

C. A child has a sad face when something has happened which it does not like.

T. A mother once said to her little Henry, Fetch me

a piece of soap out of the cupboard. Henry went, but he went unwillingly. What kind of face did he have?

C. He had an ill-humoured face.

T. Once there were two children, boys. One was called William, and the other George. William was always teasing George. This made George angry, and he wanted to hit William. What kind of face did he have?

C. George had an angry face when he was angry, and wanted to hit William.

T. A little boy had a box of bricks. One day he wanted to build a very high tower. But when he had very nearly finished it, the tower fell down. This made the little boy very angry indeed. What sort of face would he have?

C. He would have a very angry face.

T. A little girl would not obey in school. What did the teacher do? She placed her very low down, upon the very last form. The little girl was very much ashamed. She cast down her eyes, and could not look at anybody. What face did the little girl have?

C. The little girl had a face which was ashamed.

T. Now I should like to hear if you know what sort of faces people can have.

C. People can have happy faces, sad faces, vexed faces, angry faces, and ashamed faces.

VII. WHAT CAN BE DONE WITH A FACE.

T. What do you do, if I tell you a very amusing story?

C. If you tell us an amusing story, we laugh.

T. How do I know that you are laughing?

C. You know that we are laughing by our faces.

T. What can we do with our faces, then?

C. We can laugh with our faces.

T. When a mother has lost her little child that she loves very dearly, what does the mother do?

C. The mother cries when she has lost her little child.
T. How do you know that she cries ?
C. We see by her face that she cries.
T. What comes out of the eyes with crying ?
C. Tears come out of the eyes with crying.
T. What can be done with the face, then ?
C. The face can cry.
T. When the face is dirty, what must be done ?
C. When the face is dirty, it must be washed.
T. With what does mother wash her little child's face ?
C. Mother washes her little child's face with a sponge.
T. What is done to the face when it is dirty ?
C. When the face is dirty, it is washed.
T. How should a child's face always look ?
C. A child's face should always look clean.
T. How should children keep their faces ?
C. Children should keep their faces clean.
T. What should children do at once, when they see a speck of dirt on their faces ?
C. When children see a speck of dirt on their faces, they should wash their faces at once.
T. Do you know with what water the face should be washed ?
C. The face should be washed with warm water.
T. With what water do children like best to be washed, in warm or cold ?
C. Children like best to be washed in warm water.
T. But mark, children, that cold water is much healthier for washing purposes than hot water. Which water is the healthier ?
C. Cold water is healthier for washing purposes than hot water.
T. And which water is not so healthy ?
C. Warm water is not so healthy.

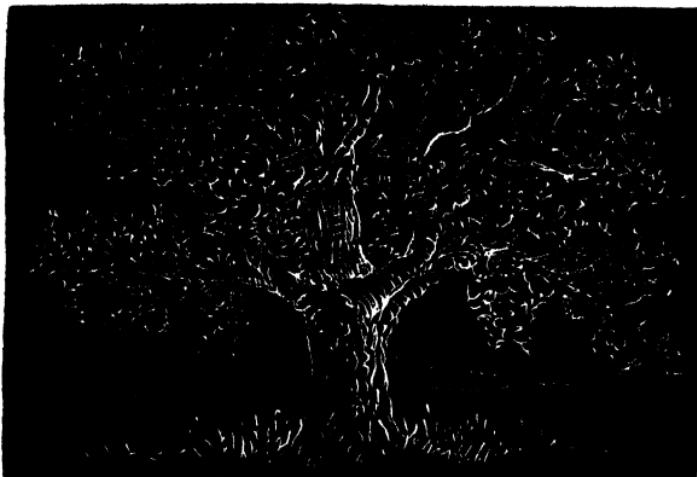
T. Therefore which water would you rather wash in?

C. We would rather wash in cold water.

T. Why would you rather be washed in cold water?

C. Because cold water is healthier than warm water.

T. Always be washed in fresh cold water. Even if it is a little cold, it is much more healthy.



VIII. NATURAL OBJECTS.

1. A TREE.

(To illustrate this lesson, the teacher should have a picture of a tree, or else she should draw a tree on the blackboard; the surface of the ground should be indicated by a line, and she should draw the roots under this line. She should also have some twigs of an oak tree and of a fir tree, and a piece of the trunk of a tree, about the thickness of an arm, and an apple.)

I. NAME AND KIND.

T. What have I drawn on the blackboard?
C. You have drawn a tree on the blackboard.
T. For what is that intended, then?
C. That is intended for a tree.
T. With what have I drawn that tree?
C. You have drawn it with chalk.

T. Upon what have I drawn it ?
C. You have drawn it on the slate (blackboard).
T. Is that a real tree, such as you see out of doors ?
C. No, it is not a real tree.
T. What sort of a tree is it, since I drew it with the chalk ?
C. It is a picture of a tree drawn with chalk.
T. In what do the trees which you see out of doors stand ?
C. The trees we see out of doors stand in the earth.
T. Out of what do trees grow ?
C. Trees grow out of the ground.
T. What are all the things called which grow out of the ground ?
C. They are called plants.
T. What is a plant, then ?
C. A plant is a thing which grows out of the ground.
T. What is a tree therefore ?
C. A tree is a plant.
T. Say that all together What is a tree ?
C. A tree is a plant.
T. Now, Pattic and Dick, say it alone.
C. A tree is a plant.
T. What is a rose bush ?
C. A rose bush is a plant.
T. Why is a rose bush a plant ?
C. Because it grows out of the ground.
T. What is a raspberry bush ?
C. A raspberry bush is a plant.
T. What is a nettle ?
C. A nettle is a plant.
T. Why is the nettle a plant ?
C. Because it grows out of the ground
T. Can you tell me the names of some other plants ?

II. PLACE.

T. Where do you see trees growing out of doors ?
C. We see trees in the garden.
T. Where else ?
C. In the roads. In the fields. By the river. In the park.
T. What do you see growing on the hills ?
C. We see trees growing on the hills.
T. Where else do trees grow ?
C. Trees also grow on the hills.
T. When you see a number of trees close together, what is that place called ?
C. It is called a wood or a forest.
T. What is a wood or a forest ?
C. A place where a number of trees grow close together.
T. Which has the greater number of trees in it, a wood or a forest ?
C. A forest has the greater number of trees in it.
T. Sometimes we see two or three long rows of trees standing opposite to, and at equal distances from, each other, with a walk or road underneath them. What are those rows of trees called ?
C. They are called an avenue of trees.
T. What is the place called where such long rows of trees stand ?
C. It is called an avenue.
T. Who has seen such an avenue ? where ?

III. PRINCIPAL PARTS OF A TREE.

T. If you look carefully at this tree, you will see it has several different parts. We will now set to work and learn them. What part of the tree is hidden in the ground ?

C. The roots of trees are hidden in the ground.

T. There! now we have learnt the name of one part of the tree. What has a tree?

C. A tree has roots.

T. And where are those roots?

C. Those roots are in the ground.

T. What is the thick part of the tree called, which is seen above the ground?

C. The thick part of the tree, which is seen above the ground, is called the trunk or stem.

T. What has the tree, then, also?

C. The tree has a stem also.

T. Say that all together. Mary, alone. Are there any trees without stems?

C. No, none.

T. What has each tree?

C. Each tree has a stem.

T. What sort of stem has an old tree?

C. An old tree has a thick, strong stem.

T. What sort of a stem has a young tree?

C. A young tree has a thin, weak stem.

T. The stems of some trees do not grow up straight.

How do they grow?

C. They grow crooked.

T. What sort of stem has such a tree?

C. Such a tree has a crooked stem.

T. What sort of stems have some trees?

C. Some trees have crooked stems.

T. What is a stem when it has not grown crooked?

C. It is a straight stem.

T. What other kind of stems are there then?

C. There are also straight stems.

T. And what stems have most trees?

C. Most trees have straight stems.

T. If any one cuts a tree stem down, or hacks it in pieces.

it is easy to see of what the tree stem is made. Of what is it made ?

C. The tree stem is made of wood.

T. What is made of wood ?

C. The stem of the tree is made of wood.

T. Now we know already two parts of the tree. What are those two parts ?

C. Those two parts are the roots and the stem.

T. What has a tree ?

C. A tree has roots and a stem.

T. What do you see here, up above, on the stem, Alice ?

C. I see branches up above, on the stem.

T. Is there only one branch ?

C. No ; there are several branches.

T. Are all these branches equally strong ?

C. No, they are not all equally strong.

T. What are many of the branches ?

C. Many of the branches are weak.

T. And others again are what ?

C. Others are strong.

T. Is every branch the same length ?

C. No ; every branch is not the same length.

T. What are many of these branches ?

C. Many of them are long.

T. Yes ; look at this one. And others again are what ?

C. Others are short.

T. What sort of branches grow on the stems of trees, in respect of strength ?

C. Strong and weak branches grow on the stems of trees.

T. And what sort of branches grow on the stems of trees, in respect of length ?

C. Long and short branches grow on the stems of trees.

T. Can you tell what all the branches of a tree are called in one word ? Does no one know ? Then I will

tell you. All the branches together are called the crown of the tree. What are all the branches called in one word ?

C. All the branches of the tree are called in one word the crown of the tree.

T. So what has a tree, May ?

C. A tree has a crown.

T. What does one understand by the crown of the tree ?

C. One understands by the crown of the tree all its branches.

T. What great people wear crowns ?

C. Kings and queens wear crowns.

T. Where does the king wear his crown ?

C. He wears his crown on his head.

T. And how does the king's crown look ?

C. The king's crown looks beautiful.

T. And how do the branches of a tree look when the green leaves cover them, or when gay with blossoms, or when fruits hang upon them ?

C. They look beautiful.

T. What crown did you tell me was beautiful ?

C. The king's crown.

T. And what other crown looks beautiful too ?

C. The crown of the tree.

T. And because the branches of a tree, when covered with leaves, blossoms, and fruit, look as beautiful as a king's crown, what are all the branches together called ?

C. They are called the crown of the tree.

T. So what else has a tree ?

C. A tree has a crown.

T. That is the third part of the tree. How many parts has a tree, therefore ?

C. A tree has three parts.

T. Can you repeat to me what the three parts are ?
C. The three parts of the tree are the roots, the stem or trunk, and the crown.

IV. DIVISIONS OF THE PRINCIPAL PARTS OF A TREE.

T. Here, see I have brought you a small piece of the stem of a tree. This small piece of stem we will now carefully examine. Is it a whole tree stem ?

C. No, it is not a whole tree stem.

T. What is it then ?

C. It is only a part of a tree stem.

T. How did I get this piece of stem away from the whole stem ?

C. You sawed that little piece off the whole stem.

T. Of course you can tell me what that stuff is called which grows round the stem ?

C. Yes ; that stuff which grows round the stem is called the bark.

T. What has the stem, then ?

C. The stem has bark round it.

T. What am I doing with the bark now ?

C. You are peeling off the bark.

T. What can one do with bark ?

C. One can peel it.

T. What is left of the stem when I have peeled off all the bark ?

C. Wood is left, when you have peeled off all the bark.

T. What is there, then, in the stem ?

C. There is wood in the stem.

T. In what part of the stem is the wood to be found ?

C. The wood is to be found inside the stem.

T. How many parts has a tree stem, therefore ?

C. A tree stem has two parts.

T. What are those two parts ?

C. Those two parts are the bark and the wood.
 T. What colour is the wood ?
 C. The wood is white (or yellow).
 T. What colour is the bark ?
 C. The bark is grey (or brown).
 T. Which of you has seen a tree with white bark ?
 C. I have.
 T. What tree was it ?
 C. It was a birch tree.
 T. What coloured bark has a birch tree ?
 C. A birch tree has white bark.
 T. The birch tree is not a pleasant tree for bad children to think of. Do you know why ?
 C. Because birch rods are made of it.
 T. Now we will look again at the crown of the tree. Also we will learn to know its several parts, and find out of what it consists. Of what does the crown consist ?
 C. The crown consists of branches.
 T. Here I have brought you a branch of a tree to look at. Look at it carefully. What is it that you see ?
 C. I see a branch of a tree.
 T. What do you see on the branch itself ?
 C. We see smaller branches on the branch itself.
 T. So you see on the big bough itself there are also other branches. Where do they grow ?
 C. They grow from the sides of the big branch.
 T. Where are they placed ?
 C. They are placed on the sides of the big branch.
 T. When you think of the strength of the small branches on the sides of the big ones, should you call them strong branches ?
 C. No, I should call them weak branches.
 T. What do you see on the weak branches again ?
 C. We see other branches again.

(Here the teacher must take the chalk, and show how on each little bough another little bough is formed.)

T. What are these weak branches growing out of the strong branches called ?

C. They are called twigs.

T. What are twigs, then ?

C. Twigs are small weak branches.

T. And on what are twigs placed ?

C. Twigs are placed on stronger branches.

T. Now let us examine the twig in its turn. What do you notice on each point of this twig ?

C. We notice knots and knobs.

T. Does any little child know what these knobs are ?

C. Yes, they are buds.

T. Where are the buds ?

C. The buds are on the twigs.

T. And on what part of the twigs are the buds ?

C. The buds are on the ends of the twigs.

T. How many things have we discovered on the crown of the tree ?

C. We have discovered three things on the crown of the tree.

T. Who can tell me what those three things are ?

C. Those three things are the branches, the twigs, the buds.

T. Upon what do the big strong branches grow ?

C. The big strong branches grow on the trunk or stem of the tree.

T. Where are the twigs seen ?

C. The twigs are seen on the boughs.

T. And where are the buds seen ?

C. The buds are seen on the twigs.

T. When a person has cut a branch off a tree, what is there to be seen on the bough ?

C. Twigs and buds are to be seen on the branch.

T. The things we have now spoken about are most plainly to be seen on the crown of the tree in winter. But when we look at a tree in summer, what do we then notice on its crown?

C. In summer we notice leaves on the crown of the tree.

T. How many leaves are there on the crown of a large tree?

C. There are a great many leaves on the crown of a large tree.

T. Can a person easily count them?

C. No, not at all easily.

T. What colour are those leaves in summer?

C. The leaves in summer are green.

T. As there are so many leaves on the crown of the tree, what colour does the whole crown seem to be?

C. The whole crown seems to be green.

T. What colour is a forest in summer?

C. A forest looks green in summer.

T. Now I should like to know whence come the green leaves on the tree.

C. They grow on the tree.

T. From what do the green leaves grow?

C. The green leaves grow from the boughs and twigs.

T. At what time of year have trees no leaves?

C. Trees have no leaves in winter.

T. At what time of year do the trees regain their leaves?

C. Trees regain their leaves in spring.

T. What do the trees get back in spring?

C. Trees get back their leaves in spring.

T. Now, pay attention. You told me just now that the leaves of trees grew out of its boughs and twigs; and you were right. Now I will tell you exactly where the

leaves come from. You will be so surprised. The leaves which we see on a tree have all been hidden in the buds which are on the tree in the winter. Where have the leaves been hidden?

C. The leaves have been hidden in the buds.

T. How wonderful to think that all those big green leaves have been first hidden inside those tiny buds. Do you think the leaves were as big when they were hidden inside the little buds as they are now?

C. No; when they were in the buds, they were not so big as they are now.

T. What must the leaves have been when they were hidden in the buds?

C. The leaves must then have been small.

T. Yes, indeed, very small—tiny things. If you were to open such a bud in winter, you would hardly know that the thing inside was a leaf, so small would it be. But as the spring comes, the buds get bigger and thicker. And do you know what happens at last, when they have become very large and thick?

C. When the buds have become very large and thick, they burst.

T. And what then comes out of the buds?

C. Leaves then come out of the buds.

T. What are the leaves when they first come out of the buds?

C. The leaves are small when they first come out of the buds.

T. What do they become by degrees?

C. By degrees they become larger.

T. Whence then come the leaves which we see on the crown of the tree?

C. The leaves which we see on the crown of the tree come out of the buds.

T. But sometimes we see something else on the crowns of the trees. Just think of a pear tree, an apple tree, and a cherry tree. When it is springtime, we see on the cherry tree a great many pretty white flowers. What are these flowers called?

C. Those flowers are called cherry blossoms.

T. What then do we see upon the pear tree in the springtime?

C. We see pear blossoms.

T. What other trees have blossoms on them in the springtime?

C. Apple trees, plum trees, etc.

T. What colour are these blossoms generally?

C. They are generally white or pink and white.

T. Between the white blossoms something green peeps out. What is that green something?

C. It is the green leaves.

T. What do we see then on the trees in spring?

C. We see blossoms and leaves on the trees in spring.

T. Who knows where the beautiful blossoms come from? Which of you has a bush with flowers on it at home?

C. I have.

T. When the bush is going to bloom, what comes on it first?

C. Buds come first.

T. When you see a bud on a bush, what do you know will come next?

C. That a flower will come next.

T. What are the flower buds at first?

C. At first the flower buds are small.

T. What do they become by degrees?

C. By degrees they become larger.

T. What do they do when they get large and thick?

C. They burst.
T. And what comes out of the buds?
C. Flowers come out of the buds.
T. Where were the flowers at first?
C. At first the flowers were in the buds.
T. Out of what did the flowers come?
C. The flowers came out of the buds.
T. Where, then, were the blossoms of the trees at first hidden?
C. The blossoms of the trees were at first hidden in the buds.
T. Whence came the blossoms of the trees?
C. The blossoms of the trees came out of the buds.
T. So it is. The blossoms were at first hidden in a little bud, such as we see in winter on the trees.

(If this conversation be held in a season in which the teacher can show and dissect the horse-chestnut bud, it will greatly assist him to render his instruction comprehensible to the children.)

Now, little children, there is still something else to be mentioned, which we often see on the trees. When the cherry blossoms have fallen off, what do we see in the places where they grew?

C. We see cherries in the places where they were.
T. What size is a cherry at first?
C. At first a cherry is small.
T. What colour is a cherry at first?
C. At first a cherry is green.
T. The cherry does not always stop small; what does it do?
C. It grows large.
T. Neither does it stop green. What colour does it become?
C. It becomes red.

T. Think of a pear tree. That blossoms too. What do you see on the spot where the pear blossom was when it has fallen off?

C. A pear.

T. What is a pear at first?

C. A pear is small at first.

T. What does it become by degrees?

C. It becomes larger by degrees.

T. What colour is a little pear?

C. A little pear is green.

T. What colour is a ripe pear?

C. A ripe pear is yellow.

T. It is the same with the apple as with the cherry and the pear. What do we see in the place where an apple blossom has been?

C. We see an apple.

T. What in one word do we call cherries, pears, and apples?

C. We call them fruit.

T. Where are these fruits to be found?

C. These fruits are to be found on some trees.

T. What do we see upon some trees?

C. We see fruit upon some trees.

T. At what time of year are apples and pears ripe?

C. Apples and pears are ripe in the autumn.

T. What sort of fruit hangs upon plum trees?

C. Plums hang upon plum trees.

T. What sort of fruit hangs upon chestnut trees?

C. Chestnuts hang upon chestnut trees.

T. What are plums and chestnuts in one word?

C. Plums and chestnuts are fruit.

T. Thus what is often to be seen on trees?

C. Fruit is often to be seen upon trees.

T. Now I will hear if you can tell me all the separate

things which we can see on the crown of a tree. What do we see growing on the stem of the tree?

C. We see branches growing on the stem of the tree.
T. What grow out of the branches?
C. Twigs grow out of the branches.
T. What do we see at the ends of the twigs?
C. We see buds at the ends of the twigs.
T. What come out of the buds in spring?
C. Leaves come out of the buds in spring.
T. What else come out of buds?
C. Blossoms come out of buds.
T. And what comes after the blossoms?
C. Fruit comes after blossoms.

V. KINDS.

T. Here, see, I have a little branch off a tree. What colour is it?

C. It is green.
T. What makes it look green?
C. The leaves on it make it look green.
T. What has this little branch on it, then?
C. The little branch has leaves on it.
T. Where did I get this little branch?
C. You got it from a tree.
T. As this little branch has leaves, what must the tree have?
C. The tree must have leaves too.
T. Here is another little branch of a tree. What colour is it?
C. It is green.
T. What kind of leaves has this branch got?
C. That branch has got narrow leaves.
T. What are these narrow leaves like?
C. They are like needles.

T. What has this branch on it ?

C. It has leaves like needles on it.

T. From what did I cut this branch ?

C. You cut it from a tree.

T. As this branch has these needle-like leaves upon it, what must the whole tree have ?

C. The whole tree must have needle-like leaves.

T. In Germany these trees are called needle trees. What name is given to all the leaves together upon the tree ? No one knows, I suppose. All the leaves of a tree together are called in one word the foliage of the tree. What name is given to all the leaves upon the tree together ?

C. They are called the foliage of the tree.

T. I know a little tree which children are particularly fond of at Christmas-time. What tree do I mean ?

C. You mean a Christmas tree.

T. What sort of leaves has a Christmas tree ?

C. It has needle-like leaves.

T. Now I am going to ask you a hard question. Why do not we take any other kind of tree for our Christmas trees, but one of those kind with the needle-like leaves ?

C. Because any other kind of leaves would hide the pretty things on the Christmas trees.

T. Tell me the name of some trees with broad leaves.

C. Oaks, elms, willows, ashes, chestnuts.

T. Where do all those trees which you have named grow ?

C. In the fields.

T. Now repeat to me all the different kinds of trees of which we have spoken. What kind of trees are there, thinking of their foliage ?

C. There are trees with large leaves, such as oaks, elms, etc., and trees with narrow, needle-like leaves, such as firs.

T. What kind of trees are there, thinking of where they grow ?

C. There are forest trees and garden trees.

T. And what trees are there, thinking of what grows on them ?

C. There are fruit trees, such as pears, apples, etc.

T. What sort of trees are there, when you think of their sizes ?

C. There are large trees and small trees.

T. What sort of trees are there, when you think of their age ?

C. There are old and young trees.

T. What sort of trees are there, when you think of the manner in which they have grown ?

C. There are crooked and straight trees.

T. And what sort of trees are there, when you think of their strength ?

C. There are strong and weak trees.

VI. CHANGES IN THE TREE.

T. When a tree first comes up from the earth, what is it, big or small ?

C. It is small when it first comes out of the earth.

T. But a tree does not stay small, but what does it do ?

C. It grows larger.

T. Yes, by degrees it grows larger. At first the stem or trunk is weak and slender, but in time what does the stem get ?

C. The stem gets strong and thick in time.

T. When the tree is small, it has only a few boughs; but when it gets large, what has it then ?

C. It has several branches.

T. What time of year has the tree no leaves on it ?

C. In winter the tree has no leaves on it.

T. When does it become clothed with leaves ?
C. In spring it becomes clothed with leaves.

T. What else is to be seen upon some trees in the springtime ?
C. Blossoms are to be seen upon some trees in the springtime.

T. What do we say that a tree does in the springtime ?
C. We say it blossoms in the springtime.

T. What comes out of the blossoms ?
C. Fruit comes out of the blossoms.

T. So, after the blossoms, what does the tree bear ?
C. The tree bears fruit after the blossoms.

T. At what time of year is most fruit ripe ?
C. Most fruit is ripe in the autumn.

T. What sort of fruit do we see upon trees in the autumn ?
C. We see ripe fruit upon the trees in autumn.

T. In summer the leaves upon the trees look very green. But what do they look in the autumn ?
C. They look yellow in the autumn.

T. When the leaves look yellow, they do not remain long upon the trees. What happens to the leaves in the autumn ?
C. They fall off the trees in the autumn.

T. What does the tree look when the leaves have fallen off ?
C. The tree looks very bare and cold when the leaves have fallen off.

T. How long does the tree remain so cold and bare-looking ?
C. The tree remains cold and bare-looking till the spring comes.

T. A misfortune can happen to the poor trees. In the

month of May, for instance, sometimes thousands of insects come out of the earth. These insects have black or brown wings. Perhaps you have seen some of them. What are they sometimes called, since they make their appearance in May?

- C. They are called May flies or May bugs.
- T. Why are they called May flies or May bugs?
- C. They are so called because they make their appearance in May.
- T. Where do these insects settle?
- C. These insects settle upon the trees.
- T. What do they want to do to the trees?
- C. They want to feed upon the trees.
- T. Upon what part of the tree do these insects feed?
- C. These insects feed upon the leaves.
- T. When many hundreds of these May bugs settle upon a tree, and eat all the day long, of what will there be fewer on the tree in the evening?
- C. There will be fewer leaves.
- T. What will have become of the leaves?
- C. The May flies will have eaten them up.
- T. Yes, sometimes the May flies will strip a tree of all its leaves. If the tree had sense to know what had been done to it, would it be glad that the May fly had eaten its leaves?
- C. No, it would not be glad.
- T. What would the tree be, if it had sense?
- C. The tree would be sorry, if it had sense.
- T. Why would the tree be sorry?
- C. It would be sorry that the May bugs had eaten up its leaves.
- T. When something happens to a person which makes him very sad and unhappy, we say he has had a misfortune. What do we say about him?

C. We say he has had a misfortune.

T. What, then, has happened to the tree, since the May bug has eaten its leaves?

C. A misfortune has happened to the tree.

T. And what is the cause of the misfortune?

C. The May fly is the cause of the misfortune.

T. But there is another misfortune which sometimes happens to a tree. You know that sometimes a great wind blows. What is the wind called, when it blows very hard and fiercely?

C. The wind is called a storm or a gale, when it blows very fiercely and strong.

T. When the wind blows hard, what does it sometimes break off the trees?

C. When the wind blows hard, it sometimes breaks great branches off the trees.

T. What do we say has happened to the tree when the storm has broken off its branches?

C. We say a misfortune has happened to the tree when the storm has broken off its branches.

T. Yes, and sometimes the storm does worse mischief to the poor trees than this. What else does it do?

C. Sometimes it tears them up by the roots, or breaks them in half.

T. So long as a tree is standing, and bears leaves and blossoms and fruit, we can say the tree is alive. What can we say of it?

C. We can say the tree is alive.

T. How do we know it is alive?

C. Because it bears leaves, blossoms, and fruit.

T. But what can a tree no longer bear, when a storm has broken it in half, or torn it up by the roots?

C. It can no longer bear leaves, blossoms, nor fruit.

T. When can a tree no longer bear leaves, blossoms, or fruit?

C. When a storm has broken it in half, or torn it up by the roots.

T. At first the tree was alive, but now that it can no longer bear leaves, blossoms, and fruit, what is the tree?

C. The tree is dead.

T. There is another way in which a tree can lose its life or be destroyed. Think it is summer-time now, that a thunder-storm is going on in the sky. What do we see in the sky when there is a thunder-storm, Jane?

C. When there is a thunder-storm, we see lightning in the sky.

T. What does the lightning look like when it is flashing across the sky?

C. It looks like a fiery snake.

T. But the lightning does not always stay in the sky. What does it sometimes do?

C. It sometimes falls down on the earth.

T. When a flash of lightning falls upon, or as we should say strikes, a house, what happens to the house?

C. When a flash of lightning strikes a house, the house is burnt.

T. When a flash of lightning strikes a man, what happens to the man?

C. When a flash of lightning strikes a man, he is killed.

T. And do you know what happens to a tree which is struck by lightning?

C. A tree which is struck by lightning is killed, it is shattered to pieces.

T. What has happened to a tree which has been struck by lightning, then?

C. A misfortune has happened to it.

T. Now I will hear if you can tell me what misfortunes can happen to a tree. What harm can May bugs do it?

C. The May bugs can eat off its leaves.

T. What evil can a storm of wind bring upon a tree ?
 C. A storm of wind can break off the branches of a tree, and uproot it.

T. What damage can lightning do to a tree ?
 C. Lightning can kill a tree, and shatter it to pieces.

T. Now we come finally to speak of the way in which man can take away the life of the tree. What does a man do with a fruit tree which is too old to bear any more fruit ?

C. He cuts it down.

T. What happens to many large forest trees ?
 C. They are cut down.

T. When the trunks of trees are cut through, of course they can no longer stand ; what do they do therefore ?
 C. They fall down.

T. Sometimes, when a man is going to cut down a tree, he says, "I am going to fell that tree," which is another word for cutting it down. What is another way of saying "I am going to cut down a tree" ?

C. Another way of saying, "I am going to cut down a tree" is, "I am going to fell a tree."

T. Who fell trees ?
 C. Men fell trees.

T. What tools do men use to cut down or to fell trees ?
 C. Men use axes, hatchets, and saws, to cut down trees.

T. What do they first make round about the tree they wish to cut down or fell ?
 C. First they dig a hole round about the tree they wish to cut down or fell.

T. What do they dig away from under the stem ?
 C. They dig the earth away from under the stem.

T. What do they then chop away under the trees ?

C. They chop away the roots.

T. When the workmen have loosened the roots, then the tree can no longer stand upright. What will the tree do when the workmen have hacked away at the stem for some time?

C. The tree will fall when the workmen have hacked away at the stem for some time.

T. When the tree has fallen, and has no more roots, can it still bear leaves and blossoms?

C. No; when the tree has fallen, it can no more bear leaves and blossoms.

T. When it stood upright, it was alive. What happens to it when it falls?

C. It dies.

VII. GROWTH OF THE TREE.

T. When you stand before a tree, you have, I daresay, often wondered where this big tree came from. Now you shall learn. When the farmer wants wheat to come up in his fields, what does he sow in them?

C. He sows wheat seed in them.

T. When he wants barley in his fields, what seed does he sow?

C. He sows barley seed.

T. When the gardener wants radishes and turnips, what seed does he sow?

C. He sows radish seed and turnip seed.

T. So the farmer scatters different kinds of what on his fields?

C. The farmer scatters different kinds of seed on his fields.

T. Such as what?

C. Such as oats, wheat, barley, grass, etc.

T. And the gardener scatters different kinds of what in his garden?

C. The gardener scatters different kinds of seeds in his garden.

T. Such as what?

C. Such as mignonette, sweet peas, mustard and cress, etc.

T. What do all plants come from, then?

C. Plants come from seed.

T. What is a tree?

C. A tree is a plant.

T. From what does a tree come?

C. A tree comes from a seed.

* *T.* From whence do we get the seeds when we want to have an apple tree for instance? No one knows? I will show you. What have I here in my hand?

C. You have an apple in your hand.

T. What have I done with the apple?

C. You have cut it in half.

T. What are these two little black things which you see here in the middle of the apple?

C. Those two little things are apple pips.

T. What colour are the apple pips?

C. The apple pips are black and brown.

T. Are they round like peas?

C. No, they are not round.

T. What shape are they?

C. They are oval.

T. Since they are oval, they have two points. What will grow from one of these apple pips, if I plant it in the ground?

C. An apple tree will grow from one of those apple pips, if you plant it in the ground.

T. Do you think two apple trees would grow from one apple pip?

C. No; two apple trees would not grow from one apple pip.

T. How many apple trees will grow from one apple pip?

C. One apple tree will grow from one apple pip.

T. Where must I plant the apple pip?

C. You must plant it in the earth.

T. If I plant an apple pip in the ground to-day, will there be a full-grown apple tree above the earth to-morrow?

C. No, there will not.

T. What then does not grow all at once out of the apple pip?

C. An apple tree does not grow all at once out of the apple pip.

T. Now listen attentively to me. I will explain to you how the apple tree grows out of the apple seed.

Let us suppose we are out in the garden. I make a little hole in the earth with my finger. In this hole I place the apple pip, and cover it with soil or earth. The earth is damp; if it rains, the earth becomes very wet. So of course the apple pip gets damp and wet also. But when the apple pip gets wet, it begins to swell; that is to say, every day it grows thicker and thicker. At last it becomes so thick, that this outside brown skin bursts, and from each point or end of the apple pip comes a little germ, or shoot. The shoot from one end grows up and up, higher and higher, until at last it peeps out of the earth. As soon as it peeps out of the earth, a little stem appears out of it, and on this little stem grow quite tiny leaves. When people see that, they say, "Why here is an apple tree coming up." The little stem keeps on growing, and becomes bigger every year, and at length a large apple tree is seen standing on the place where we laid the apple pip.

But you know there are two points, or ends, to the apple pip, and shoots grow also out of the other end,

opposite to the one from which the stem grows. These shoots do not grow up higher and higher, but grow down lower and lower into the earth. And these shoots (form) are the roots of the apple tree.

(It is well for the teacher to use the blackboard, and illustrate this instruction with little drawings as she proceeds.)

T. From what does an apple tree grow ?

C. An apple tree grows from apple pips.

T. Where do we find the apple pips ?

C. We find the apple pips in the apple.

T. When we want an apple tree to grow from an apple pip, where do we put the pip ?

C. We put the pip in the ground.

T. With what can we make a hole for the pip in the ground ?

C. We can make a hole for the pip in the ground with a finger.

T. How deep would the hole be ?

C. The hole would be as long as the finger which made it.

T. When the pip has been put in the ground, what do we do next ?

C. Next we cover the pip with earth.

T. What do we generally find the earth to be, when we make a little hole in it ?

C. We generally find it to be damp.

T. What makes the earth wet ?

C. Rain makes the earth wet.

T. When the earth in which it is placed gets wet, what will the apple pip get ?

C. The apple pip will get wet too, when the earth in which it is placed gets wet.

T. But when the apple pip gets wet, its shape changes. What does it become ?

C. When the apple pip gets wet, it swells and becomes thicker.

T. When it is very thick, what does the outside skin of the pip do ?

C. The outside skin then bursts.

T. What comes out of each end of the apple pip ?

C. Shoots come out of each end of the apple pip.

T. Where does one shoot grow ?

C. One shoot grows up.

T. Where does it appear ?

C. It appears above the earth.

T. What grows out of the shoot, as soon as it appears above the earth ?

C. A little stem grows out of the shoot as soon as it appears above the earth.

T. And what do we soon see growing on the little stem ?

C. We soon see little leaves growing on it.

T. What does the young apple tree get by degrees ?

C. By degrees it gets larger.

T. And what does it become at last, since it grows larger every day ?

C. It grows to be a large apple tree.

T. And where does the large apple tree grow ?

C. The large apple tree grows in the place where the small pip was planted.

T. Where does the shoot that comes out of the other end of the apple pip grow ?

C. That grows down.

T. Where does it grow down ?

C. It grows down deep in the earth.

T. What grows from this shoot ?

C. The root grows from this shoot.

T. The root does not remain small, of course ; what does it do ?

C. It grows bigger.

T. So, little children, that is the way an apple tree grows. From what does an apple tree grow?

C. An apple tree grows from an apple pip.

T. And in this way have all the trees grown which you see out of doors. Each tree bears its own seed. If this seed falls in the earth, out of it grows a tree. What sort of tree comes out of the pip of a pear?

C. A pear tree comes out of the pip of the pear.

T. The stones inside of such fruit as plums, peaches, apricots, and cherries contain the seed, called a kernel, from whence the fruit tree grows. What fruit tree will grow out of the stone of a cherry? of a peach? of a damson?

C. A cherry tree will grow out of the stone of a cherry; a peach tree out of the stone of a peach; and a damson tree out of the stone of a damson.

T. What pip must be planted when we want a pear tree?

C. A pip of a pear must be planted when we want a pear tree.

T. And stones of what fruit must be planted when we want a plum tree or a cherry tree?

C. The stone of a plum must be planted when we want a plum tree, and the stone of a cherry when we want a cherry tree.

T. Does any one know what a man who wants to grow an oak tree must plant in the earth?

C. A man who wants an oak tree must plant an acorn in the earth.

T. And if he wants a chestnut tree, what must he plant?

C. If he wants a chestnut tree, he must plant a chestnut.

T. Where do many thousands of trees grow close together ?

C. Many thousands of trees grow close together in a forest.

T. From what do they grow ?

C. They grow from seed.

T. In what part of the tree is the seed found ?

C. The seed is found inside the fruit.

T. What will grow, then, from the fruit and seed of each tree which falls down into the earth ?

C. A tree will grow from the seed of each tree which falls down into the earth.

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VIII. USES.

(a) *Uses of Trees when living.*

T. What does a tree look like when it is covered with green leaves ?

C. A tree looks pretty when it is covered with its green leaves.

T. Do you know when a tree looks the prettiest ?

C. A tree looks the prettiest when it is in blossom.

T. Which trees have the prettiest blossoms ?

C. Apple trees and cherry trees have the prettiest blossoms.

T. Where are trees planted to look pretty ?

C. Trees are planted in gardens to look pretty.

T. Why are trees planted in gardens ?

C. Because they look pretty.

T. What do we see planted on each side of some streets in towns ?

C. We see trees planted on each side of some streets.

T. What do the trees make that street look ?

C. The trees make that street look pretty.

T. When we see anything pretty, it gives us pleasure. What does the sight of pretty green trees give us?

C. The sight of pretty green trees gives us pleasure.

T. Why does the sight of trees give us pleasure?

C. Because they are so pretty.

T. That is one use of the trees, to give us pleasure by the sight of their beauty. But they give us other pleasures as well as that of seeing them. In summer-time, when the sun is very hot, and you go into the garden to play, what do you become very soon?

C. We soon become very hot.

T. But there are trees in the garden. I know where children can go and play, and be shaded from the hot sun. Where is that?

C. The children can go and play under the trees.

T. What cannot shine through the thick leafy crowns of the trees?

C. The sun cannot shine through the thick leafy crowns of the trees.

T. What is there under the trees, since the sun cannot shine through them?

C. There is shade under the trees.

T. In the shade it is not hot—what is it?

C. In the shade it is not hot, but cool.

T. What makes it shady beneath the tree?

C. The leaves of the tree make it shady beneath it.

T. If you play under the trees, what will you not become?

C. We shall not become hot if we play under trees.

T. What then does the tree give in summer?

C. The tree gives shade in summer.

T. What do we feel when we find a cool place in the summer?

C. We feel glad when we find a cool place in the summer.

T. And what provides us with such a cool place in summer?

C. The trees provide us with it in summer.

T. What cannot shine upon us when we sit or stand or lie under a tree?

C. The sun cannot shine upon us when we sit or stand or lie under a tree.

T. From what do trees protect us in the summer?

C. Trees protect us from the sun in the summer.

T. How do we feel when we step out of the hot sun shine into the shade of the trees?

C. We feel glad when we step out of the hot sunshine into the shade of the trees.

T. We can truly say therefore that the shade of trees gives us pleasure. What does the tree which protects us from the hot sun give us?

C. The tree which protects us from the hot sun gives us pleasure.

T. But the trees give still more pleasure to us all. Let us think of autumn. When autumn comes, the fruit on the fruit trees is ripe. What hangs then upon the apple trees?

C. Apples hang upon the apple trees.

T. What is ripe upon the pear trees?

C. Pears are ripe upon the pear trees.

T. What hangs upon the plum trees?

C. Plums hang upon the plum trees.

T. What is ripe upon the hazel-nut trees?

C. Hazels are ripe upon the hazel-nut trees.

T. What do we call apples, pears, plums, and nuts in one word?

C. In one word, we call apples, pears, plums, and nuts fruit.

T. What do we see, then, upon fruit trees in autumn?

C. We see fruit on them in the autumn.

T. For whom is fruit grown?

C. Fruit is grown for men.

T. Who eat apples, pears, plums, nuts?

C. Men eat them.

T. What trees give us apples in the autumn?

C. Apple trees give us apples in the autumn.

T. And what trees give us pears, plums, nuts, etc.?

Of course, none of you like apples! Who likes plums?

How do apples and plums taste?

C. Apples and plums taste nice.

T. Nice things to eat give us pleasure. Tell me some of the names of fruits which you like to eat. Where do all those nice fruits grow?

C. All those nice fruits grow on trees.

T. What give us pleasure by their fruit?

C. The trees give us pleasure by their fruit.

T. Trees have yet another use. Where do many birds build their nests?

C. Many birds build their nests in trees.

T. What do many birds build in trees?

C. Many birds build their nests in trees.

T. Where do the birds which live in the forest sleep at night?

C. The birds which live in the forest sleep in the trees.

T. I know a little animal which has four legs and a beautiful long bushy tail. This animal lives in the trees too. What animal do I mean?

C. The animal you mean is the squirrel.

T. Where does the squirrel live?

C. The squirrel lives in the trees.

T. As the squirrel lives in the trees, where does he build his nest?

C. He builds his nest in the trees.

T. And there is yet another use for the trees. What is often decorated with toys, and lit up with wax tapers, for you children at Christmas?

C. A Christmas tree is often decorated and lit up for us at Christmas.

T. Where do Christmas trees grow?

C. They grow in the forest.

T. If there were no trees, what could you not have at Christmas?

C. We could not have any Christmas tree.

T. Now I will hear if you can remember all the uses which trees have for us. How does a green tree look?

C. A green tree looks pretty.

T. What does the sight of it give us?

C. The sight of it gives us pleasure.

T. What do we find under the trees in summer, when the sun is hot?

C. We find shade under the trees in summer, when the sun is hot.

T. What do we feel when we can sit in the shade, out of the hot sun?

C. We feel glad when we can sit in the shade, out of the sun.

T. What makes us glad?

C. The shade of the tree makes us glad.

T. What pleasure do the trees give us in the autumn?

C. The trees give us nice fruit in the autumn.

T. What build nests upon trees?

C. Birds and squirrels build nests upon trees.

T. For what do we use the small fir trees at Christmas-time?

C. We use the small fir trees for our Christmas trees at Christmas-time.

(a) The uses of Trees after they have been felled.

T. Trees are very useful to us, in many ways also, when they have been cut down. How are trees cut down, or felled?

C. Trees are cut down, or felled, with an axe.

T. Can you remember how many chief parts a tree has?

C. A tree has three chief parts.

T. Name them, Mary. What are the three parts of the tree?

C. The three parts of the tree are the root, the stem, and the crown.

T. The other day I saw a very large tree lying in a field. It had been torn up by the roots, by the wind. What did I see at the lower end of the tree?

C. You saw the roots at the lower end of the tree.

T. And what did I see in the middle of the tree?

C. You saw the stem, or trunk, in the middle of the tree.

T. And what did I see at the top of the tree?

C. You saw the crown at the top of the tree.

T. What could be done with the roots, which were still part of the tree?

C. The roots, which were still part of the tree, could be cut off.

T. For what could they be used?

C. They could be used for firewood.

T. What does a room become when there are roots burning in the grate?

C. A room becomes warm when there are roots burning in the grate.

T. Can you tell me of any other use for roots?

C. Some people put roots in their gardens, and grow flowers among them.

T. So they do! roots thus arranged are called a rootery.

T. Of what is the trunk of the tree made ?
C. The trunk of the tree is made of wood.

T. For what can the trunk be used, as it is made of wood ?
C. The trunk can be used for firewood.

T. Many tree trunks are so used. But can the whole trunk of a tree be put into the grate at once ?
C. No ; the whole trunk of a tree cannot be put into the grate at once.

T. Why not ?
C. Because it is too large.

T. What is done with the tree trunks which are to be used as firewood ?
C. They are cut into pieces.

T. With what is a trunk cut in pieces ?
C. A trunk is cut in pieces with a saw.

T. But even these pieces are too big to put whole into the grate. What must be done to them first ?
C. They must first be split.

T. With what are the pieces of trunk split ?
C. They are split with a hatchet.

T. Do you know what the pieces of a trunk are called ?
C. They are called logs.

T. Who generally splits the logs ?
C. The wood-cutter splits the logs.

T. For what are the little pieces of log used ?
C. The little pieces of log are used as firewood.

T. Which part of the tree then can also be used for firewood ?
C. The trunk of the tree can also be used for firewood.

T. But, children, you must know that the greater part of the trunks of trees are not used for firewood. They are used for very different purposes. You have seen a house building ?

C. Yes, we have.

T. When the masons have finished the walls, what is put on the top of the walls?

C. The roof is put on the top of the walls.

T. But the masons do not put the roof on the walls.

Who puts the roof on the walls?

C. The carpenter puts the roof on the walls.

T. Of what do the carpenters build the roof?

C. The carpenters build the roof out of beams.

T. What do the carpenters make the beams of?

C. The carpenters make the beams of the stems of trees.

T. What do people make out of the stems of trees?

C. People make beams out of the stems of trees.

T. But there are yet further uses for the stems of trees.

Listen. Of what is the form made, on which you are sitting? The form on which you are sitting is made of some things nailed together; what things do I mean?

C. You mean planks.

T. Yes. What other things do you see in this room, which are made of planks nailed together?

C. The table, the door, the cupboard.

T. Do you know of what these planks are made?

C. These planks are made of the stems of trees.

T. Quite right. There is a kind of mill, in which are great saws. These great saws go up and down all day, and they saw the great tree stems into boards. What are those mills with the great saws in them called?

C. Those mills with the great saws in them are called saw-mills.

T. And what do those great saw-mills saw to pieces?

C. Those great saw-mills saw tree stems to pieces.

T. What are the pieces sawn by the saw-mills called?

C. The pieces sawn by the saw-mills are called planks.

T. With what are the tree stems sawn into planks ?
C. The tree stems are sawn into planks with saws.
T. With what kind of saws ?
C. With big saws.
T. What then is made out of the stems of trees .
C. Planks are made out of the stems of trees.
T. Now tell me what kind of things are made out of planks ?
C. Cupboards, and chests, and benches, and desks, etc.
T. What is a plank called, when it is as narrow as this ?
(indicating the width with the fingers.)
C. A plank as narrow as that is called a lath.
T. What sort of things are made of laths ?
C. Fences, gates, sheds, hencoops, etc.
T. What workmen use many planks in their work ?
C. Carpenters and upholsterers use a great many planks in their work.
T. Now we will see if the uppermost part of a tree is useful to us. What is the top part of a tree called, Helen ?
C. The top part of a tree is called the crown of the tree.
T. Of what does the crown of the tree consist ?
C. The crown of the tree consists of branches.
T. What happens to the boughs when the tree is cut down ?
C. When the tree is cut down, the boughs are burnt.
T. Can the boughs be put on the fire just as they grow on the stem of the tree ?
C. No, they cannot. •
T. What must be done to them first ?
C. They must first be cut up small.
T. And when they are cut up small, they are bound up

in bundles. Such a bundle might be called a bundle of boughs, but it is called something else—what?

C. It is called a fagot.

T. And what is the use of a fagot?

C. The use of a fagot is to light the fire with, or keep it burning when lit.

T. There are some trees, the branches of which are not burnt as fagots. Those are the willow-tree branches. The boughs of the willow tree are easily bent. And as they are so easily bent, they can be twisted and twined into shapes. Into what can they be twisted and twined?

C. They can be twisted and twined into baskets.

T. What kind of baskets?

C. Work baskets, clothes baskets, wood baskets.

T. Now listen to me. I know a tree, the boughs of which are used for another purpose. There was once a naughty boy who would not do as his father told him. So his father went into the woods one day, and cut a few slender twigs from a tree. He bound these twigs together, and took them home. And do you know what he did to the little boy the next time he was disobedient?

C. The next time he was disobedient his father whipped him.

T. With what?

C. With a bundle of twigs.

T. What did he make the birch rod with?

C. He made the birch rod with the twigs of a birch tree.

T. Where did he get the twigs from?

C. He got them from the woods.

T. For what purpose did he get them?

C. He got them to beat his naughty boy with.

T. What children deserve the birch rod?

C. Naughty children deserve the birch rod.

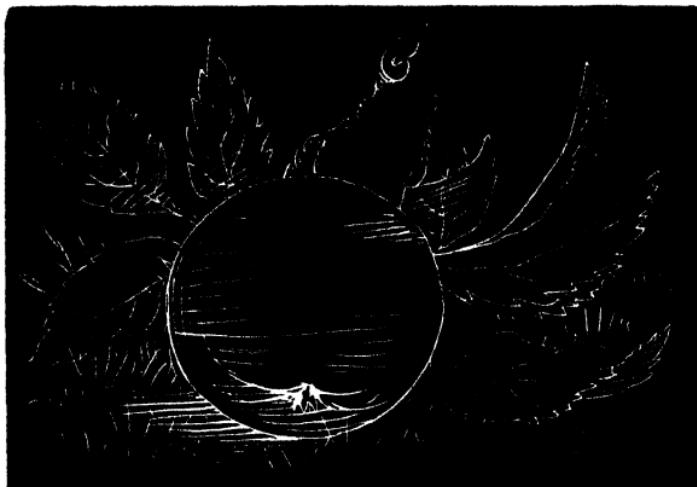
T. What children do not deserve it?

C. Good children do not deserve it.

T. What is made out of the twigs of birch trees?

C. Rods are made out of the twigs of birch trees.

T. Now repeat the uses of the crowns of trees.



2. AN APPLE.

(If possible, the teacher should provide herself with a red apple, a yellow apple, and one that is both red and yellow.)

I. NAME AND KIND.

T. What do I hold in my hand ?
C. You hold an apple in your hand
T. Upon what did this apple grow ?
C. That apple grew upon a tree.
T. What is the tree called upon which apples grow ?
C. The tree upon which apples grow is called an apple tree.
T. What is a tree called upon which cherries grow ?
C. A tree upon which cherries grow is called a cherry tree. *(Mention plums and nuts, chestnuts, peaches, quinces, etc.)*
T. What are apples, pears, plums, peaches, quinces, called in one word ?

C. In one word, apples, pears, plums, peaches, and quinces are called fruit.

T. What is an apple?

C. An apple is a fruit.

T. Tell me the names of some other fruits. What is a cucumber?

C. A cucumber is a fruit.

T. What is a melon?

C. A melon is a fruit.

T. What are gooseberries, strawberries, acorns?

C. Gooseberries, strawberries, acorns, are fruits.

II. PLACE.*

T. Where have I put the apple?

C. You have put the apple on the floor.

T. Where is it now?

C. Now it is on the table.

T. Where have I laid the apple now?

C. Now you have laid the apple on the window-sill.

T. Where is the apple lying now?

C. Now the apple is lying on the chair.

T. Where have I placed the apple now?

C. You have placed the apple on Kate's head.

T. Between what two things have I now laid it?

C. You have laid it between the clock and the book.

III. SHAPE.

T. What is the shape of the apple?

C. The apple is round.

T. How is the apple shaped?

C. The apple is shaped round.

T. What fruits have a round shape besides apples?

C. Peaches, oranges, cherries, currants, gooseberries, elderberries, and others, have a round shape.

T. What fruits are more of an oval shape ?
 C. Pears, plums, nuts, lemons, are of an oval shape.
 T. What fruits are long and narrow ?
 C. Beans are long and narrow.

IV. COLOUR.

T. What colour is my apple ?
 C. Your apple is red.
 T. Can you tell me of some other fruits which are red ?
 C. Cherries, strawberries, currants, cranberries, are red.
 T. Are all apples red ?
 C. No ; all apples are not red.
 T. What are many apples ?
 C. Many apples are yellow.
 T. Tell me of some other fruits which are yellow.
 C. One kind of currants is yellow, and so is one kind of plums ; also oranges and lemons are yellow.
 T. Some apples have two colours ; what are they ?
 C. They are red and yellow.
 T. What other fruits are also red and yellow ?
 C. Pears and cherries are red and yellow.
 T. What colour are unripe apples ?
 C. Unripe apples are green.
 T. What other fruits are green when they are not ripe ?
 C. Pears, plums, cherries, strawberries, peaches, etc.
 T. (*Jokingly.*) Have you ever seen black or blue apples ?
 No ? Then what colours are apples never ?
 C. Apples are never black and blue.
 T. I have sometimes seen golden apples. Do you believe that ?
 C. Were they really made of gold ? No ? What were they only ?
 T. They were only gilt.

V. PARTS.

T. Now we will see how many parts this apple has. What is this thing called by which I hold the apple?

C. The thing by which you hold the apple is called the stalk.

T. What has the apple, then?

C. The apple has a stalk.

T. What other fruits have stalks, as well as apples?

C. Pears, plums, cherries, and others.

T. On this other side of the apple you see a little hollow, and in it are a few small things like little brown leaves. These little leaves are the remains of the blossom. What are these little leaves?

C. They are the remains of the blossom.

T. What is the second thing which an apple has?

C. An apple has the remains of the blossom on the end of it.

T. What is this pretty red part called, which covers the apple, and which we often cut off before eating an apple?

C. That pretty red part is called the peel.

T. What else has the apple, then?

C. The apple has peel.

T. What do people call it, when they talk of cutting off the peel of an apple?

C. They call it peeling the apple.

T. What other fruits have peel, besides apples?

C. Pears, plums, peaches, and others.

T. How many parts have we found belonging to the apple as yet?

C. We have found three parts belonging to the apple as yet.

T. What were they?

C. The stalk, the remains of the blossom, and the peel.

T. Were these parts outside or inside the apple ?
 C. They were outside the apple.
 T. What has the apple outside ?
 C. Outside the apple has a stalk, blossom, and peel.
 T. Now we will see what is inside our apple. What have I done ?
 C. You have cut the apple in two.
 T. With what did I cut the apple ?
 C. You cut it with your knife.
 T. Into how many parts have I cut the apple ?
 C. You have cut the apple in two parts.
 T. Have I cut away a piece from the side of the apple ?
 C. No, you have not cut away a piece from the side of the apple.
 T. Through what part of the apple have I cut ?
 C. You have cut the apple through the middle.
 T. Now we do not see only the outside of the apple.
 What do we see now ?
 C. Now we see the inside of the apple.
 T. What do you see here in the middle of the apple ?
 C. We see the pips of the apple in the middle.
 T. What colour are the pips of the apple ?
 C. The pips of the apple are black.
 T. Where are these black pips lying ?
 C. They are lying in the middle of the apple.
 T. Oscar, you can count nicely. Come here and count the little black pips. How many are there ?
 C. There are six.
 T. How many black pips has the apple inside it then ?
 C. The apple has six black pips inside it.
 T. For what purpose are the black pips there ? I will tell you. The black pips are little seeds. If you plant a black pip in the earth, it will not be more than a few weeks before a little tree grows out of the earth. At first

it is but a very little tiny plant. But by degrees it gets bigger and bigger, and after several years a large fruit tree has grown up out of the little seed. Where is the pip planted ?

C. The pip is planted in the earth.

T. What grows out of the pip after a little while ?

C. A little plant grows out of the pip.

T. What is the plant at first ?

C. At first the plant is small.

T. But what does it become by degrees ?

C. By degrees it becomes larger.

T. And after many years to what does it grow ?

C. After many years it grows into a large apple tree.

T. And what fruit does this apple tree bear ?

C. This apple tree bears apples.

T. And what have the apples inside, again ?

C. The apples have pips inside, again.

T. In what other fruits do we also find pips ?

C. We find pips in pears also.

T. Do you know, Susan, what colour the pips are before the apples are ripe ?

C. The pips are white before the apple is ripe.

T. When, then, the pips are white, what are the apples not ?

C. When the pips are white, the apples are not ripe.

T. What must we not do with an apple which has white pips, Alice ?

C. We must not eat it.

T. Why not ?

C. Because it is not ripe.

T. How do we know when an apple is ripe ?

C. We know when an apple is ripe, because the pips are black.

T. When the pips of an apple are black, what may we do ?

C. When the pips of an apple are ripe, we may eat it.

T. By what do I know a ripe apple from an unripe apple?

C. You know a ripe apple from an unripe apple by the pips being black.

T. Now look here carefully. We find something else in the apple. Do all the pips lie one upon another?

C. No, they do not.

T. How do they lie?

C. They lie near each other.

T. The pips are very prettily arranged, are they not?

C. Yes, they are prettily arranged.

T. How are the pips arranged?

C. The pips are placed in a circle.

T. Now look carefully. (*The teacher should show the apple to each child.*) Where does each pip lie?

C. Each pip lies in a little hole.

T. What is the shape of the hole?

C. The shape of the hole is oval.

T. Quite right. We may say that each pip lies in a little cradle. I will cut out one of the little pips. There it is! Of what does the cradle consist?

C. The cradle consists of two little leaves.

T. Feel these leaves. What are they?

C. They are hard.

T. What shape are they?

C. They are oval.

T. What colour are they?

C. They are a yellowish brown.

T. How many pips were there in the apple?

C. There were six pips in the apple.

T. How many little cradles then must there be in the apple?

C. There must be six little cradles in the apple.

T. Oscar, come and count them, and see if there are six. Are these little hard leaves good to eat?

C. No, these little hard leaves are not good to eat.

T. What does one do when one finds one of them in one's mouth?

C. One puts it out.

T. Which of you knows what this hard part of the apple, where the pips are, is called?

C. The hard part of the apple, where the pips are, is called the core.

T. What has the apple inside?

C. The apple has a core inside.

T. And what cannot one do with the core?

C. One cannot eat the core.

T. But what does one do with it?

C. One throws it away.

T. There is something else inside the apple. You see here a quantity of white stuff round the core. What do we do with the white stuff?

C. We eat the white stuff.

T. What comes out of this white stuff, if I squeeze it?

C. Juice comes out of the white stuff, if you squeeze it.

T. What is this white stuff?

C. The white stuff is juicy.

T. This juicy stuff has a name. I will tell it to you. It is called pulp. What has the apple inside, then?

C. The apple has pulp inside.

T. How many parts has the apple inside?

C. The apple has three parts inside—the pips, the core, and the pulp.

T. How many parts has the apple outside?

C. The apple has three parts outside—the stalk, the blossoms, and the peel.

VI KINDS.

T. You have already told me that all apples have not the same colour as this one. What colour is this?

C. It is red.

T. With regard to their colour, what other kinds of apples are there?

C. Yellow, yellow and red, green.

T. This apple has black pips; so what do you know it to be?

C. We know it to be ripe.

T. Then there are—what sort of apples, again?

C. There are ripe apples,

T. But what is an apple when its pips are white?

C. An apple is unripe when its pips are white.

T. What is an apple when it is not ripe?

C. It is unripe.

T. Then there are also what other kinds of apples?

C. There are also unripe apples.

T. Now we have learnt two more kinds of apples. Who can tell me what they are?

C. There are ripe and unripe apples.

T. Say it all together. Now each one alone. Are all apples as large as this one?

C. No, all apples are not so large as that one

T. What are some apples?

C. Some apples are smaller than that one.

T. And others, again, are what?

C. Others are larger.

T. Then, with regard to size, there are what kinds of apples?

C. With regard to size, there are large and small apples.

T. Who has seen very big apples? Are all apples equally good to eat?

C. No, all apples are not equally good to eat.
T. What are some apples more fit for?
C. Some apples are more fit for cooking.
T. What are those apples called?
C. Those apples are called cooking apples.
T. Then there is another kind of apple called—?
C. There is another kind of apple called a cooking apple.
T. Frank, here is a bit of apple for you to eat. How does it taste?
C. It tastes sweet.
T. Who has eaten a sweet apple? So there is what other kind of apples?
C. There are sweet apples.
T. Are all apples sweet?
C. No; some are sour.
T. What kinds of apples are there also?
C. There are also sour apples.
T. With regard to taste, how many kinds of apples are there?
C. Two; sweet and sour apples.
T. Which kind do you like best?
C. We like the sweet kind best.
T. Which kind do you not like?
C. We do not like the sour kind.
T. Which kind of apples are always sour?
C. Unripe apples are always sour.
T. Can one see if an apple is sweet or sour?
C. No, one cannot see if an apple is sweet or sour.
T. What must one do to find out?
C. One must taste a piece of it.
T. What sort of face do you make when you taste a sour apple, May?
C. I make a sour face when I taste a sour apple.

T. As there are so many kinds of apples, people have given them different names. You have each your own name, have you not? What is your name? Has anybody here ever heard the names of any apples?

C. Eve apples, Seek-no-further, etc.

T. What sort of apples are there, when we consider their names?

C. Eve apples, etc.

T. But now, this will be very hard. I want to know if you can remember all the many kinds of apples there are.

First, as to colour.

Secondly, as to size.

Thirdly, as to ripeness or unripeness.

Fourthly, as to taste.

Fifthly, as to names.

You have been good children, and remembered well.

VII. THE CREATOR. HARVEST.

T. Upon what do apples grow?

C. Apples grow upon trees.

T. Where do apple trees grow?

C. Apple trees grow in gardens and orchards and fields.

T. Who makes apples to grow?

C. The good God makes them to grow.

T. What other fruit does He make?

C. He makes plums, etc.

T. Can a man make an apple?

C. No, a man cannot make an apple.

T. When are apples ripe?

C. Apples are ripe in the autumn.

T. Do all apple trees bear the same number of apples?

C. No; all apple trees do not bear the same number.

Some bear many apples, and some bear few.

T. What might we call an apple tree which bears few apples ?

C. We might call it a lazy, useless tree.

T. If we were to scold a lazy apple tree very much, would it bear more fruit ?

C. No, it would not.

T. What does a man who has an apple tree which bears no apples do ?

C. A man who has an apple tree which bears no apples cuts it down.

T. How do we get the apples down from the tree ?

C. We gather them off the tree.

T. What do we want to enable us to get up the tree ?

C. We want a ladder to enable us to get up the tree.

T. Where do we put the apples as we gather them ?

C. We put them in baskets as we gather them.

T. It would take some people too long if they had to gather each apple by itself. How can those people make the apples come down quicker ?

C. Those people can shake the tree.

T. When the tree is well shaken, what do the apples do ?

C. When the tree is well shaken, the apples fall down.

T. Where do the apples fall ?

C. The apples fall on the ground.

T. Are they left there ?

C. No ; they are picked up.

T. Where are they taken ?

C. They are taken into the house.

T. And where are they kept ?

C. They are kept in the apple room, loft, cellar, cupboards.

T. Will apples keep good long ?

C. Yes ; some will keep good a long time.

T. Sometimes something shakes the apples off the tree when they are not wanted to come down. What is that?

C. It is the wind.

T. What does the wind shake off the tree?

C. The wind shakes the apples off the tree.

T. When do apples fall of themselves?

C. Apples fall of themselves when they are ripe.

VIII. USES.

T. Now I want to know why the good God makes so many apples.

C. He makes them for us.

T. And what are we to do with them?

C. We are to eat them.

T. For what are apples made?

C. Apples are made to be eaten.

T. Now tell me how apples are eaten, Frank. I gave you a bit of apple just now; was that bit of apple roasted or baked?

C. No, that piece of apple was not roasted or baked.

T. What was it then?

C. It was raw.

(If the children do not know that, explain to them that raw means uncooked, just as it came from the tree.)

T. If that piece was raw, what must the whole apple be?

C. The whole apple must be raw.

T. If I eat the rest of that apple, how shall I eat it?

C. You will eat it raw.

T. How can an apple be eaten then?

C. An apple can be eaten raw.

T. Some people put an apple on the hob; what happens to it on the hob?

C. It gets roasted on the hob.

T. What is done to the apple when it is roasted ?
C. When the apple is roasted, it is eaten.
T. How else, then, can we eat apples ?
C. We can eat apples roasted.
T. Now we have mentioned two ways in which apples can be eaten. How can they be eaten ?
C. They can be eaten raw or roasted.
T. When a grown-up person eats an apple, he usually cuts something off it first. What does he cut off ?
C. He cuts off the peel first.
T. What, then, does he do to the apple ?
C. He peels the apple.
T. And when it is peeled, what then ?
C. Then he eats it.
T. How does he eat the apple ?
C. He eats the apple peeled.
T. How else, then, can an apple be eaten ?
C. An apple can be eaten peeled.
T. If I gave each one of you an apple, and told you to eat it directly, what should you not do ?
C. We should not peel it.
T. What is an apple when it is not peeled ?
C. It is unpeeled.
T. How should you eat the apple, Kate ?
C. I should eat the apple unpeeled.
T. What are you ? are you grown-up people ?
C. No ; we are little children.
T. Who mostly eat unpeeled apples ?
C. Children mostly eat unpeeled apples.
T. Now you see we have found two other ways of eating apples. Who knows what these two other ways of eating apples are ?
C. The apples can be eaten peeled or unpeeled.
T. One day I was in the kitchen. The cook took a

pan, filled it with apples, poured some water in the pan, and put it on the fire. What would happen to the apples?

C. The apples would be cooked.

T. When the apples were cooked, the cook put them in a dish, and sent them up to the dinner-table. What happened to them then?

C. They were eaten.

T. What had the cook done to them?

C. The cook had cooked them.

T. How else, then, can apples be eaten?

C. Apples can be eaten cooked.

T. Sometimes I have seen a cook take a number of apples, cut them in pieces, put them in a dish, cover them with a paste of sugar, flour, and butter mixed, and put the dish in the oven. What does she make of those apples and that paste?

C. She makes a pie of the apples and paste.

T. What is the pie for?

C. The pie is to be eaten.

T. Who has tasted an apple pie? Who likes it? How else, then, can apples be eaten?

C. Apples can be eaten in a pie.

T. Have you ever seen a dish of roasted apples? What had been done to the apples?

C. The apples had been roasted.

T. Where had the apples been roasted?

C. The apples had been roasted before the fire.

T. What was done to the apples?

C. The apples were eaten.

T. How else, then, can apples be eaten?

C. Apples can be eaten roasted.

T. Now tell me all the ways in which apples can be eaten.

C. Apples can be eaten raw or cooked, peeled or unpeeled, cooked in a pie, and roasted.

T. Yes, and in many other ways. Apples are the most useful fruit we have.

IX. PURCHASE OF APPLES.

T. Now tell me, supposing a person has no apples of his own, and wants some, how can he get any?

C. He must buy them.

T. Who sells apples?

C. Peasants, fruiterers, greengrocers, and farmers.

T. What must be given for the apples?

C. Money must be given for the apples.

T. What do apples cost?

C. Apples cost money.

T. How many apples can be bought at a time?

C. One, two, three, or several.

T. What sort of children can only buy a few apples at a time?

C. Poor children can only buy a few apples at a time.

T. Why not?

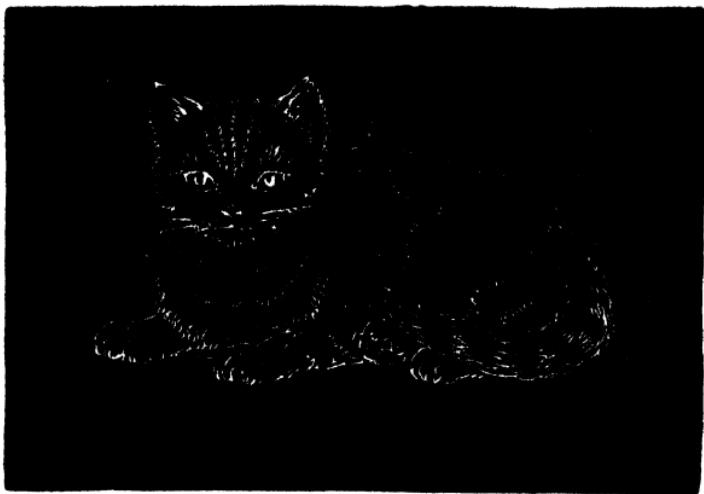
C. Because they have not much money.

T. Rich people can buy several apples at a time. By what measure are apples sold?

C. By the pint, the quart, the peck, the bushel, and the sack.

T. How do rich people buy apples?

C. Rich people buy a peck, or sack, or bushel of apples at a time.



3. *THE CAT.*

(It is best to have a live cat, if the teacher can be sure of the discipline of the class. Anyhow, a large illustration of a cat is indispensable.)

I. NAME.

T. What is this animal that I am showing you here ?
C. That animal is a cat.
T. What do children often call cats ?
C. Children often call cats "Puss."
T. Yes, sometimes the animal is called by the two names together ; what do you say then ?
C. The two names together are "Pussy-cat."
T. People often give their cats a special name. Do you know any of these special names ?
C. Tom, Peter, Tibbie, "Tabbie, Muff.
T. What other animal has a special name ?
C. A dog has a special name.

II. KIND.

T. Now what is a cat?

C. A cat is an animal.

T. All say that; James, Alex, you say it alone.

C. The cat is an animal.

T. But animals are very different. Does the cat resemble the bird?

C. No, the cat does not resemble the bird.

T. Therefore a cat is not what sort of animal?

C. A cat is not a bird.

T. Is a cat an animal like a fish?

C. No, a cat is not an animal like a fish.

T. What kind of animal, then, can a cat not be?

C. A cat cannot be a kind of fish.

T. What kind of animal is this, then?

C. It is a cat.

T. What sort of animal is a hen?

C. A hen is a bird.

T. What does the hen lay in her nest?

C. A hen lays eggs in her nest.

T. If a hen sits upon the eggs, and hatches them, what at last comes out of the eggs?

C. If a hen sits upon the eggs, and hatches them, little chickens come out of the eggs.

T. What do the little chickens come out of?

C. The little chickens come out of the eggs.

T. But what must the hen do first, before the little chickens can creep out of the eggs?

C. The hen must first sit upon the eggs, and hatch them, before the little chickens can creep out of the eggs.

T. As it is with the hens, so is it with all other birds. When birds have young ones, what must they first lay?

C. When birds have young ones, they must first lay eggs.

T. And what must they do when they have laid the eggs?

C. When they have laid the eggs, they must sit upon the eggs.

T. And when they have sat long enough upon the eggs, what comes out of the eggs?

C. Young birds come out of the eggs.

T. Where does the cat live?

C. The cat lives in the house.

T. A young hare sleeps in the forest. Where does a cat sleep?

C. A cat sleeps in the house.

T. What sort of animal is a cat, then, since it lives in the house?

C. The cat is a domestic animal, since it lives in the house.

T. What kind of animal is a cat?

C. A cat is a domestic animal.

T. All of you say that; Harry, you say it alone. Why is a cat a domestic animal?

C. A cat is a domestic animal, because it lives in the house.

III. PARTS OF THE BODY OF THE CAT.

T. Now look well at the cat, and tell me all the different parts of the body of the cat.

(The children will naturally name the different parts of the body of the cat in a confused manner. Let them do so. However, a certain order can be obtained by pointing to the individual parts of the body, and saying, "What has the cat here?" or "What part of the body of the cat is this?" The teacher must try to avoid confusion.)

T. What has the cat here?

C. The cat has a head there.

T. What is the shape of the cat's head ?
 C. The shape of the cat's head is round.
 T. What shaped head has a cat ?
 C. A cat has a round-shaped head.
 T. Has a dog also such a round head ?
 C. No, a dog has not such a round head.
 T. What is the shape of a dog's head ?
 C. The shape of a dog's head is rather long.
 T. Which animals, then, have a long-shaped head ?
 C. Horses, cows, pigs, donkeys, sheep, have long-shaped heads.
 T. What is the shape of a cat's head ?
 C. The shape of a cat's head is round.
 T. What has a cat on each side of its head ?
 C. A cat has ears on each side of its head.
 T. How many ears has a cat ?
 C. A cat has two ears.
 T. Are the ears of a cat very long ?
 C. No, the ears of a cat are not very long.
 T. What are they then ?
 C. They are short.
 T. What then are the ears of a cat ?
 C. The ears of a cat are short.
 T. Can you name any animals which have very long ears ?
 C. Donkeys, hares, and a great many dogs; rabbits also have very long ears.
 T. A great many dogs have ears hanging down; is it so with cats ?
 C. No, it is not so with cats.
 T. How do cats' ears stand ?
 C. Cats' ears stand upright.
 T. Name some animals which have ears standing upright.
 C. Horses, donkeys, many dogs, pigs, mice, have ears standing upright.

T. What has a cat in its head, with which it can see ?
C. A cat has eyes in its head, with which it can see.

T. How many eyes has a cat ?
C. A cat has two eyes.

T. Can you tell me the colour of cats' eyes ?
C. Cats' eyes are of a green colour, and sometimes of a blue colour.

T. What colour are cats' eyes ?
C. Cats' eyes are green or blue

T. Now look at my eyes. Are not my eyes placed straight ?
C. Yes, your eyes are placed straight

T. How are my eyes placed ? Look again.
C. Your eyes are placed straight.

T. But now look again at the eyes of the cat. They are not placed quite so straight under the forehead. How are the eyes of the cat placed ?
C. The eyes of the cat are placed slanting.

T. How are cats' eyes placed ?
C. Cats' eyes are placed slanting.

T. What kind of animal does the cat like to catch ?
C. The cat likes to catch the mouse.

T. Mice are seldom seen in the daytime. At what time do mice come out of their holes ?
C. Mice come out of their holes at night-time.

T. At what time, then, must cats go out mouse-hunting ?
C. Cats must go out mouse-hunting at night-time.

T. But how is it at night ?
C. At night it is quite dark.

T. Can we see a mouse running when it is dark ?
C. No, we cannot see a mouse running when it is dark.

T. But who must see the mice very well in the dark ?
C. The cat must see the mice very well in the dark.

T. What kind of eyes must the cat have ?

C. The cat must have very good eyes.
T. At what time is the cat able to see very well?
C. The cat is able to see very well at night.
(Do not notice that cats' eyes often shine and glow at night. for children have not yet observed this.)
T. What has a cat over its eyes?
C. A cat has a forehead over its eyes.
T. What has it between the eyes?
C. It has a nose between the eyes.
T. Has it a big nose?
C. No, it has not a big nose.
T. What sort of nose has a cat?
C. A cat has a little nose.,
T. For what does a cat use its nose?
C. A cat uses its nose to smell with.
T. I will only tell you that the cat has a very fine smell in its little nose. The cat can smell directly where a mouse has run. When it goes into the kitchen, it can smell at once where a sausage, or roast meat, or milk is standing. And what would it like to do with the sausage?
C. It would like to eat the sausage.
T. What would it like to do with the roast meat?
C. It would like to eat the roast meat.
T. What would it like to do with the milk?
C. It would like to lap the milk.
T. What kind of a smell has a cat?
C. A cat has a fine smell.
T. What two long things do you see on each side of its nose?
C. We see two long hairs on each side of its nose.
T. A great many men have such long hairs under their noses. And what do you say then? what have these men?
C. Those men have whiskers.
T. That is just what those long hairs are called which

cats have about their noses. What are those long hairs called ?

C. Those long hairs are called whiskers.

T. What has a cat ?

C. A cat has whiskers.

T. What has a cat under its nose ?

C. A cat has a chin under its nose.

T. When a cat yawns, the kind of mouth it has is seen very plainly. See, it can open its mouth very wide. What sort of a mouth has a cat ?

C. A cat has a very wide mouth.

T. What is this part called behind the head of the cat ?

C. This part behind the head is called the neck.

T. What has a cat, then ?

C. A cat has a neck.

T. Do you think that the cat has a long neck ?

C. No, we do not think that the cat has a long neck.

T. What sort of a neck has not a cat ?

C. A cat has not a long neck.

T. What kind of a neck has a cat, then ?

C. A cat has a short neck.

T. What do children often tie round their cats' necks ?

C. Children often tie a ribbon round their cats' necks.

T. What is the usual colour of the ribbon which children tie round their cats' necks ?

C. The usual colour of the ribbon which children tie round their cats' necks is red or blue.

T. Why do children tie a blue or a red ribbon round their cats' necks ?

C. Children tie a blue or a red ribbon round their cats' necks, that they may look very pretty.

T. What is the whole of this part of the cat called, on which the neck is placed ?

C. The whole of that part of the cat, on which the neck is placed, is called the body.

T. What else has a cat?

C. A cat has a body.

T. What is the upper part of the cat's body called?

C. The upper of the cat's body is called the back.

T. What else has a cat, then?

C. A cat has a back.

T. What is placed at the end of the back of the cat?

C. The tail is placed at the end of the back of the cat.

T. What else has a cat, then?

C. A cat has a tail.

T. How is the tail of the cat, if you think about the length?

C. The tail of the cat is long, if we think about the length.

T. What kind of a tail has a cat?

C. A cat has a long tail.

T. Can you tell me any other animals which have long tails?

C. Dogs, cows, mice, horses, donkeys, have long tails.

T. Can you name any animals which have quite short tails?

C. Goats, sheep, rabbits, hares, have quite short tails.

T. Cats do not always carry their tails in the same manner. How do they often carry their tails when they run?

C. Cats often carry their tails very high when they run.

T. You may also say, cats carry their tails upright. How do cats carry their tails sometimes?

C. Sometimes cats carry their tails upright.

T. Then again, sometimes cats carry their tails quite differently. How else do they carry them?

C. The cats carry their tails straight behind them sometimes.

T. And then again I have seen cats carry their tails in quite a different way, not upright and not straight behind them. How then do they carry them?

C. They carry them between their legs.

T. What do we say? How do cats carry their tails when they hold them in the air?

C. We say cats carry their tails upright.

T. How do cats carry their tails when they hold them down?

C. Cats carry their tails between their legs when they hold them down.

T. In how many ways do cats carry their tails?

C. Cats carry their tails in three different ways.

T. Who knows all the three ways?

C. Upright, between their legs, and straight out behind.

T. Now let us consider the legs of the cat. Has a cat four legs?

C. Yes, a cat has four legs.

T. How many legs has a cat, then?

C. A cat has four legs.

T. How many legs has it in front?

C. A cat has two legs in front.

T. What are those two legs called, since they are in front?

C. Those two legs, since they are in front, are called fore-legs.

T. How many fore-legs has a cat?

C. A cat has two fore-legs.

T. How many legs has a cat behind?

C. A cat has two legs behind.

T. What are those two legs called, since they are behind?

C. Those two legs, since they are behind, are called hind-legs.

T. How many hind-legs has a cat, then ?

C. A cat has two hind-legs.

T. Therefore how many fore-legs and how many hind-legs has a cat ?

C. A cat has two fore-legs and two hind-legs.

T. Name some other animals which have also four legs.

C. A dog, a cow, a donkey, a mouse, a sheep, a pig, have four legs.

T. Have then all animals four legs ?

C. No ; all animals have not four legs.

T. Some animals have only how many legs ?

C. Some animals have only two legs.

T. Which animals have only two legs ?

C. Sparrows, ducks, geese, canaries, bullfinches, etc. have only two legs.

T. How many legs has a worm ?

C. A worm has no legs.

T. Can you tell me any other animals which have no legs ?

C. Snakes, snails, meal-worms, glow-worms, cels, have no legs.

T. How many legs have men ?

C. Men have two legs.

T. What have men attached to each leg ?

C. Men have a foot attached to each leg.

T. What has a cat attached to each leg ?

C. A cat has a foot attached to each leg.

T. How many legs has a cat ?

C. A cat has four legs.

T. How many feet must a cat have, then ?

C. A cat must have four feet.

T. What have we quite at the end of our feet ?
 C. We have toes quite at the end of our feet.
 T. Now look at the foot of a cat ; what has a cat upon its feet ?
 C. A cat has toes on its feet.
(It need not be mentioned here, that the cat has only four toes on its front legs, and five toes on its hind legs.)
 T. But the cat has something on its toes, with which it can scratch. Do you know what the cat has on its toes ?
 C. The cat has claws on its toes.
 T. Where has the cat claws ?
 C. The cat has claws on its toes.
 T. What can the cat do with its claws ?
 C. The cat can scratch with its claws.
 T. When will the cat scratch ?
 C. The cat will scratch when it is angry.
 T. With what will the cat scratch when it is angry ?
 C. The cat will scratch with its claws when it is angry.
 T. Which of you has been scratched by a cat ?
 C. I, I, have been scratched by a cat.
 T. What does it do, when you are scratched by a cat ?
 C. It hurts, when we are scratched by a cat.
 T. Can you see where the cat has scratched you ?
 C. Yes, we can see where the cat has scratched us.
 T. What do you see in the place ?
 C. We see scratches in the place.
 T. And what comes from the scratches ?
 C. Blood comes from the scratches.
 T. When does the cat scratch ?
 C. The cat scratches when it is angry.
 T. How ought you not to make the cat ?
 C. We ought not to make the cat angry.
 T. What will it do, if you make it angry ?
 C. It will scratch, if we make it angry.

T. But the cat wants its claws not only to scratch with, but also to climb with. Where does the cat sometimes climb?

C. The cat sometimes climbs up the tree.

T. When it climbs up the tree, it can stick fast by its claws; what would happen to it if it could not stick fast to the tree?

C. It would fall down, if it could not stick fast to the tree.

T. For what purpose does the cat use its claws?

C. The cat uses its claws for climbing.

T. Now let us repeat all the different parts of the body of the cat.

What kind of a head has a cat?

What is the upper part of a cat called?

IV. COVERING.

T. What grows all over the cat?

C. Hair grows all over the cat.

T. What do you see on the legs, on the head, on the tail?

C. We see hair on the legs, on the head, and on the tail.

T. What is a cat covered with?

C. A cat is covered with hair.

T. Are these hairs far apart?

C. No, those hairs are not far apart.

T. How are they placed?

C. They are placed close together.

T. Then are the hairs placed quite close together?

C. Yes, the hairs are placed quite close together.

T. Has the cat as long hair as you have, Lily?

C. No, the cat has not such long hair as I have.

T. What kind of hair has the cat?

C. The cat has short hair.

T. If you touch the hair of a cat, is it like touching a clothes brush?

C. No, it is not like touching a clothes brush to touch the hair of a cat.

T. How is the hair of a cat to touch?

C. The hair to touch is soft.

T. What kind of hair has a cat?

C. A cat has soft hair.

T. Now we have mentioned three things belonging to the hair of a cat. (1) How is it placed together?

C. It is placed quite thickly together.

T. (2) In regard to its length, how is it?

C. In regard to its length, it is short.

T. (3) What is it like to the touch?

C. It is soft to the touch.

T. Can you tell me any other animals which are also covered with hair?

C. Horses, dogs, cows, donkeys, rabbits, hares, are covered with hairs.

T. What has a goose upon its body?

C. A goose has feathers.

T. Which animals are covered with feathers?

C. Chickens, ducks, sparrows, linnets, are covered with feathers.

T. With what are not all animals covered?

C. All animals are not covered with hair.

T. What have other animals upon their bodies, instead of hair?

C. Other animals have feathers instead of hair upon their bodies.

T. With what is the body of a sheep covered?

C. The body of a sheep is covered with wool.

T. Which animals have wool on their bodies?

C. Sheep have wool on their bodies.

T. What have fish upon their bodies ?
C. Fish have scales upon their bodies.
T. Which animals have scales on their bodies ?
C. Fish have scales on their bodies.

V. COLOUR.

T. What colour is this cat that we have here ?
C. The colour of that cat is white.
T. What other colour have cats ?
C. Cats are black, gray, tabby, sandy, and tortoiseshell.
T. Some cats have two colours ; have you seen a cat which had two colours ?
C. Yes, we have seen a cat which had two colours.
T. Which two colours have many cats ?
C. Many cats are black and white or gray and white.
T. Yes, there are even cats which have three colours.

Do you know what three colours cats have ?

C. Cats are black, white, and yellow.
T. Which cats do you like best, Mina ?
C. I like tabby cats best.
T. Which of you has a cat at home ?
C. I have a cat at home.
T. What is your cat like ?
C. My cat is black.

VI. CRIES.

T. Have you ever heard a cat call ?
C. Yes, we have heard a cat call.
T. How does a cat call ?
C. A cat mews when it calls.
T. When does a cat generally mew ?
C. A cat generally mews when it wants to eat.
T. What does it do when it is thirsty ?
C. It mews when it is thirsty.

T. I once saw a cat sitting before the door of a house. The door was shut. The cat mewed piteously. Why did it mew?

C. The cat mewed piteously because it wanted to get into the house.

T. But cats do not only mew. They make another noise. What animal quarrels with a cat?

C. A dog quarrels with a cat.

T. What does a dog do when he quarrels with a cat?

C. A dog barks when he quarrels with a cat.

T. How does the cat become when the dog barks at it?

C. The cat becomes angry when the dog barks at it.

T. If the cat becomes very angry indeed, then she no longer mews, she makes another noise. Have you ever heard the noise she makes?

C. Pf, pf.

T. That sounds as if she spit at the dog. What do you say, then, that the cat does when she makes that noise, Pf, pf?

C. When the cat makes that noise, Pf, pf, we say the cat spits.

T. When does the cat spit, then?

C. The cat spits when she is angry.

T. But now you have heard something else about the cat. What noise does the cat make when she is pleased, and when she means well towards us?

C. The cat purrs when she is pleased, and when she means well towards us.

T. When the cat purrs, what does she mean?

C. When the cat purrs, it means she is pleased.

T. How is she not when she purrs?

C. She is not angry when she purrs.

T. What do you do when you want to show the cat you are pleased with her?

C. We stroke the cat when we want to show her we are pleased with her.

T. How many calls has the cat?

C. The cat has three calls.

T. What does she do when she wants something?

C. She mews when she wants something.

T. What does she do when she is angry?

C. She spits when she is angry.

T. What does she do when she is pleased?

C. She purrs when she is pleased.

VII. Food.

T. In what kind of vessel is the cat's food placed?

C. The cat's food is placed in a saucer.

T. What kind of food is placed in the saucer?

C. Bread and milk is placed in the saucer.

T. What does the cat eat?

C. The cat eats bread and milk.

T. Some people give their cats potatoes. What do cats eat?

C. Some cats eat potatoes.

T. If we had some rice in a dish, and were to give the cat a spoonful of rice in its saucer, what would the cat do?

C. The cat would eat it.

T. What would it eat?

C. It would eat the rice.

T. What would puss do if we set some sop before it?

C. Puss would eat the sop, if we put it before her.

T. What else would puss eat?

C. Puss would eat the sop. •

T. What would puss do if we set some gruel before her?

C. Puss would eat the gruel.

T. What else would puss eat?

C. Puss would eat gruel.

T. Now repeat all that puss likes to eat.

C. Puss likes to eat bread and milk and sop and gruel.

T. Yes, the cat eats all that. But we have not yet mentioned what the cat likes to eat best of all. If we were to give the good old puss a little piece of roast pork, would she refuse it?

C. No, she would not refuse it.

T. What would she do at once?

C. She would eat it up at once.

T. What would she eat?

C. She would eat the roast pork.

T. What is roast pork made of?

C. Roast pork is the cooked flesh of the pig.

T. What meat does a cat like?

C. A cat likes pork.

T. What would happen if we placed a little bit of roast beef in the cat's saucer?

C. The cat would eat the roast beef.

T. What other meat would a cat eat?

C. A cat will eat roast beef.

T. How would it be with a little bit of veal, of roast mutton, of roast hare?

C. The cat would eat the little bit of veal, of roast mutton, of roast hare.

T. But now, if you put a little roast sausage into puss's saucer, surely she would not touch that. What do you think?

C. Oh, yes, she would eat the roast sausage.

T. What would puss do with the roast sausage?

C. Puss would eat the roast sausage.

T. What is the sausage made of?

C. The sausage is made of meat.

T. What does a cat generally eat?

C. A cat generally eats meat.

T. If you were to put some little bits of bread by the side of some little bits of meat, which of the two would puss first eat?

C. Puss would eat the little bits of meat first.

T. Why would puss eat the meat first?

C. Puss would eat the meat first, because the meat tastes the nicer.

T. Which tastes the nicer to the cat?

C. The meat tastes nicer to the cat than the bread.

T. Therefore what does the cat like to eat better than bread?

C. The cat likes to eat meat better than bread.

T. But the cat does not only like to eat roast meat, it also likes to eat meat which is not roasted. What is that meat called which is not roasted?

C. That meat which is not roasted is called raw meat.

T. What other kind of meat does a cat like to eat?

C. A cat likes to eat raw meat.

T. As the cat likes to eat raw meat, it catches live animals, and eats them. What kind of animals does the cat like to catch?

C. The cat likes to catch live mice.

T. What does it do with the mice when it catches them?

C. It eats the mice when it catches them.

T. What kind of animals does the cat eat?

C. The cat eats mice.

T. Sometimes the cat catches an animal that is bigger than a mouse, but which is very much like a mouse. What kind of animal is that?

C. That animal is a rat.

T. What does the cat do with the rat when she has caught it?

C. The cat eats the rat when she has caught it.
 T. What kind of animal will a cat eat?
 C. A cat will eat a rat.
 T. How many kinds of animals will a cat eat?
 C. A cat will eat two kinds of animals.
 T. Name the two animals a cat will eat.
 C. A cat will eat a mouse and a rat.
 T. How must the flesh of the mouse and the rat taste to the cat?
 C. The flesh of the mouse and of the rat must taste very good to the cat.
 T. Now repeat to me all that a cat will eat.
 C. A cat will eat bread, and bread and milk, and sop and gruel, and roast pork, roast beef, roast mutton, roast hare, rats, and mice.

VIII. WHERE THE CAT LIVES.

T. When somebody has a cat, where does the cat live?
 C. If somebody had a cat, it would live in the house.
 T. A cat is very fond of warmth. Where would a cat like to sit in the room?
 C. A cat would like to sit by the fire.
 T. When is it cold?
 C. It is cold in the winter.
 T. What time of the year would a cat like to sit by the fire?
 C. A cat would like to sit by the fire in the winter.
 T. Where else would a cat sit in the warm, if she were not by the fire?
 C. She would sit on the sofa, chair, footstool.
 T. Where would a cat sit at dinner-time?
 C. The cat would sit near the table at dinner-time.
 T. Why would she sit near the table at dinner-time?

C. She would sit near the table at dinner-time, because she would want something to eat.

T. Where does the cat like to lie when she sleeps ?

C. The cat likes to lie in a basket when she sleeps.

T. Why does she like to lie on a sofa ?

C. She likes to lie on a sofa because it is soft.

T. Where does the cat like to lie ?

C. She likes to lie on something soft.

T. Where does the cat like to wander when she is not in a room ?

C. She likes to wander about the gardens, woods, tops of the houses and barns, when she is not in the room.

T. What does she look for in the garden, woods, and barns ?

C. She looks for mice when she goes in the gardens, woods, and barns.

T. When a hunter goes in the forest, and looks for hares, that he may shoot them, you say, "The hunter is going to hunt." What do you say of the hunter ?

C. We say, "The hunter is going to hunt."

T. What can you say of the cat when she goes to catch mice ?

C. We can say, "The cat is gone out hunting."

T. A cat does not go out hare-hunting, but what hunting ?

C. A cat goes out mouse-hunting.

T. A cat does not go out hunting in the daytime only ; what time does she also go out hunting ?

C. A cat goes out hunting at night.

T. What will a cat catch at night ?

C. A cat will catch mice at night.

T. When it is dark, can a cat see a mouse ?

C. Oh, yes, a cat can see a mouse when it is dark.

T. How must a cat see with its eyes ?

C. A cat must see very well with its eyes.

T. It cannot see very well in the daytime; when can it see well?

C. It can see very well at night.

T. What kind of animal can see to run at night?

C. A mouse can see to run at night.

T. A mouse is seldom seen to run in the daytime. When does a mouse come out of its hole?

C. A mouse comes out of its hole when it is dark.

T. What time does a mouse run best?

C. A mouse runs best at night.

T. When does a cat like to hunt best?

C. A cat likes to hunt at night best.

T. Where does a cat prowl at night?

C. A cat prowls about cellars, woods, and yards at night.

T. Does a cat tread heavily when it goes hunting?

C. No, it does not tread heavily when it goes out hunting.

T. How does it tread?

C. It treads softly.

T. Why does a cat tread softly when it goes mouse-hunting?

C. It treads softly when it goes mouse-hunting, so that the mouse may not hear it.

T. Where does Pussy-cat stay all day?

C. Pussy-cat stays in the room all day.

T. Where does Pussy-cat prowl at night?

C. Pussy-cat prowls in cellars and yards and woods at night.

IX. PROPERTIES OF A CAT.

T. Have you ever seen a cat which was not clean?

C. No, we have never seen a cat which was not clean.

T. I too have never seen a dirty cat. How do cats always look ?

C. Cats always look clean.

T. What must they often do to keep themselves so clean ?

C. Cats must often clean themselves to look so clean.

T. Who has ever seen a cat clean herself ?

C. I have seen a cat clean herself.

T. How does a cat clean herself ?

C. A cat cleans herself by licking.

T. What does she do with her little paw ?

C. She rubs her head with it.

T. What is said of the cat, when she licks herself, and rubs her head with her paw ?

C. She washes herself when she licks herself, and rubs her head with her paw.

T. What else does the cat ?

C. The cat washes herself.

T. Why does she wash herself ?

C. She washes herself because she is dirty.

T. What cannot a cat bear to be ?

C. A cat cannot bear to be dirty.

T. What will she always be ?

C. A cat will always be clean.

T. And how does a cat always look, since she washes herself so much ?

C. A cat always looks clean, since she washes so much.

T. What sort of an animal, then, is a cat ?

C. A cat is a clean animal.

T. Who is clean loves cleanliness. What does a cat love ?

C. A cat loves cleanliness. •

T. If a child does not like cleanliness, what animal shames her ?

C. If a child does not like cleanliness, a cat shames her.

T. You must all be pleased that a cat loves to be clean.
C. Oh, yes, we are all pleased that a cat loves to be clean.
T. But a cat does something sometimes, which ought not to please you about her. Think; a dish is left standing in the kitchen, on the dresser, full of veal, and nobody is in the kitchen. A cat comes in the kitchen. What would a cat immediately smell?

C. A cat would immediately smell the veal.
T. Where would the cat spring at once?
C. The cat would spring at once on to the dresser.
T. And what would she do?
C. She would eat up every bit.
T. Would she have been allowed to eat the veal?
C. No, she would not have been allowed to eat the veal.
T. Again, if there was a dish of milk left in the kitchen, what would the cat do, if she thought she was all alone in the kitchen?
C. If the cat thought she was all alone in the kitchen, she would lap up the milk.

T. What does a cat do when she finds something to eat?
C. She eats up what she finds to eat.
T. And what does she do when she finds something to drink?
C. She laps up what she finds to drink.

T. Was the milk placed for her to drink?
C. No, the milk was not placed for her to drink.
T. Is it good of the cat to eat and drink what she finds about?
C. No, it is not good of the cat to eat and drink what she finds about.

T. How is mother when she finds the cat has eaten her roast meat?
C. Mother is angry when she finds the cat has eaten her roast meat.

T. And how is mother when she finds the cat has lapped up her milk?

C. Mother is angry when she finds the cat has lapped up her milk.

T. What do you say of a cat, since it eats and drinks all that it can find?

C. We say a cat likes to thieve, since it eats and drinks all that it finds.

T. What does a cat like to do?

C. A cat likes to thieve.

T. A child that likes to steal is called a thief. What is a cat called, because it likes to steal?

C. A cat is called a thief, because it thieves.

T. What else is a cat?

C. A cat is a thief.

T. All say that. John, say it alone.

T. The cat has still another fault. Sometimes she appears very amiable. She lets us stroke her and fondle her. All of a sudden she turns cross, and scratches us with her claws. How did we first think the cat?

C. We first thought the cat amiable.

T. What could we do to her?

C. We could stroke her and fondle her.

T. What did she do suddenly?

C. She suddenly scratched us with her claws

T. Could she really have been in a good temper?

C. No, she could not really have been in a good temper.

T. How had she only appeared?

C. She had only appeared in a good temper.

T. If a child appears to be amiable, and is not really so, we say of the child, she is false. What do we say of a child like that?

C. We say of a child who appears to be amiable, and is not, she is false.

T. Why do we say she is false ?

C. Because she appears to be amiable, and is not.

T. What must we say then of a cat when it appears to be amiable, and is not ?

C. We say the cat is false, because it appears to be amiable, and is not.

T. We have now heard of two things in a cat, which do not please us in her. How many faults has a cat ?

C. A cat has two faults.

T. Which fault has she, when you remember the dish of milk ?

C. The cat is a thief, when we remember the dish of milk.

T. And what other fault has the cat ?

C. The cat is false.

X THE USES OF A CAT.

T. What kind of animal does a cat hunt ?

C. A cat hunts a mouse.

T. What does she do with the mouse ?

C. She bites the mouse to death.

T. What does she do when the mouse is bitten to death ?

C. When the mouse is bitten to death, she eats it.

T. Are people angry with the cat because she bites the mouse to death ?

C. No, people are not angry because the cat bites the mouse to death.

T. What sort of animals should cats catch ?

C. Cats should catch mice.

T. People also catch mice themselves; how do they catch them ?

C. People catch mice by traps.

T. What are such kinds of traps called, in which mice are caught ?

C. Those kinds of traps in which mice are caught are called mouse-traps.

T. What do people want to catch in mouse-traps ?

C. People want to catch mice in mouse-traps.

T. What do mice eat belonging to people ?

C. Mice eat bread, cheese, etc., belonging to people

T. Does the mouse eat in the daytime ?

C. No, the mouse does not eat in the daytime.

T. When does the mouse eat ?

C. The mouse eats at night-time.

T. What do mice eat at night ?

C. Mice eat bread and cheese at night.

T. What are those bad men called who prowl about a house at night, and steal ?

C. The bad men who prowl about a house at night, and steal, are called thieves.

T. What therefore should we call mice ?

C. We should call mice thieves.

T. What do mice steal in the night ?

C. Mice steal bread and cheese in the night.

T. What animals then do we not like to have in the house ?

C. We do not like to have mice in the house.

T. Why do we catch mice ?

C. We catch mice because they steal bread and cheese.

T. What animal helps us to chase away mice ?

C. A cat helps us to chase away mice.

T. What sort of animal is a cat, then, since it helps us to chase away mice ?

C. A cat is a useful animal, since it helps us to chase away mice.

T. All of you say that.

T. Of what use is the cat to us ?

C. The cat is of use to us in driving away mice.

The cat has yet another use. You have already said that the cat has a beautiful soft skin. People buy very beautiful cats, kill them, and take off their skin. They make them into jackets and muffs, tippets and hats. What is done with a cat when it is dead?

C. When the cat is dead, the skin is taken off.

T. What is made of the skin?

C. Jackets, muffs, cuffs, tippets, and hats.

T. Of what use is the cat when it is alive?

C. The cat is useful to catch mice when it is alive.

T. And what part of the cat do we use when it is dead?

C. We use the skin of the cat when it is dead.

XI. FAULTS OF A CAT.

T. Yes, if a cat were only to catch rats and mice, and eat them, it would be very good; but, alas! the cat catches and eats animals which it has no right to kill and eat.

Once upon a time there was a little girl, who had sent to her on her birthday as a present a beautiful canary bird. The little girl was so happy with her little bird. The next morning the canary had disappeared out of its cage. Only a few yellow feathers remained in the cage. And where was the dear little birdie? The cat had eaten it in the night. What had the bad cat eaten?

C. The bad cat had eaten the canary.

T. How had the wicked cat caught the bird?

C. The wicked cat caught the bird with its claws.

T. How did the little girl feel when she found her birdie was gone?

C. The little girl felt very sad when she found her birdie was gone.

T. And how would the child feel towards the cat?

C. She would feel very angry towards the cat.

T. I once saw a cat dragging a sparrow along. She

sat under a garden bench, and ate the sparrow. How had the cat got the sparrow?

C. The cat had caught the sparrow.

T. Ought the cat to catch and eat our sparrows?

C. No, the cat ought not to catch and eat our sparrows.

T. A great many cats sneak about the garden and in the bushes, looking for birds' nests. And when they find the nests, and there are young ones in them, do you know what the cat does?

C. The cat eats the young ones.

T. The cat eats not only the old birds, but which birds too?

C. The cat eats the young birds as well as the old birds.

T. A little boy had two young rabbits. These two rabbits had six little ones. When the six young rabbits were three days old, they were charming little animals. The little boy had the greatest pleasure in his six little rabbits. And what happened? One day the cat sneaked into the hutch, killed and ate all the six little rabbits. What had the cat eaten?

C. The cat had eaten the six young rabbits.

T. What was this—good or bad of the cat?

C. It was bad of the cat.

T. What do cats also eat, then?

C. Cats eat also rabbits.

T. What kind of animals should cats only eat?

C. Cats should only eat rats and mice.

T. What sort of animals should not cats eat?

C. Cats should not eat birds nor young rabbits.

XII. KINDS.

T. Now we will hear what kinds of cats there are. What kinds of cats are there, thinking of their colour?

C. There are white cats, black cats, etc.

T. What kinds of cats are there, thinking of their age ?

C. There are old cats and young cats.

T. Who has seen a young cat ?

C. I have.

T. What are young cats fond of ?

C. Young cats are fond of play.

T. What do young cats do when there are two or three together ?

C. Young cats romp when there are two or three together.

T. Who like to play with young cats ?

C. Children like to play with them.

T. Children may play with young cats ; but what must they never do ?

C. They must never hurt nor tease them.

T. Some old cats scratch any one who strokes them.

What sort of cats are those ?

C. Those are cross cats.

T. What sort of cats are there, then, besides ?

C. There are cross cats.

T. But there are other cats who like to be stroked. One can fondle them and carry them about, and they like it.

What sort of cats are they ?

C. They are good-tempered cats.

T. What other sort of cats are there, then, besides cross cats ?

C. There are good-tempered cats.

T. What sort of cats are there, then, in respect of colour ?

C. There are white, black, etc., cats.

T. What sort of cats are there in respect of age ?

C. There are old and young cats.

T. What sort of cats are there in respect of temper ?

C. There are cross cats and good-tempered cats.



I X. TALES.

1. *THE HARE.*

T. There was once a forest. In the forest there were two hares, an old hare and a young hare. The old hare was the young hare's mother. One day a great deal of snow lay upon the field. The old hare said to the young hare, "To-day I shall not go out of the forest, because there are sure to be hunters about. And if a hunter sees a hare, he shoots it dead. So do not go out of the forest to-day either." But the naughty young hare did not obey his mother. When his mother was not looking at him, he slipped out of the forest, and went into the field. In this field there were nice green cabbages growing. The young hare hopped up to the cabbages, and began to eat them. He sat up like a little man, with his ears upright, and looked very pert. As he sat there and ate, a hunter came stealing along that

way. The hunter had a long gun on his back. No sooner did the hunter see the hare, than he stood still, and took his gun off his back. Then he laid his gun against his shoulder, and took aim, and—puff-bang—there lay the poor naughty little hare dead on the ground !

Of what animals have I been telling you a tale ?
 C. You have been telling us a tale about some hares.
 T. About how many hares did I tell you ?
 C. You told us about two hares.
 T. Were both hares the same age ?
 C. No ; one hare was older than the other.
 T. What sort of hare was that ?
 C. That was an old hare.
 T. And what sort of hare was the other ?
 C. That was a young hare.
 T. What relation was the old hare to the young hare ?
 C. The old hare was mother to the young hare.
 T. And what relation was the young hare to the old hare ?
 C. The young hare was son of the old hare.
 T. Where did the two hares live ?
 C. The two hares lived in the forest.
 T. What was outside of the forest ?
 C. A field was outside the forest.
 T. What lay upon the field one day ?
 C. Snow lay upon the field one day.
 T. Whence did the snow come ?
 C. The snow came from the sky.
 T. At what time of year does snow fall from the sky ?
 C. Snow falls from the sky in winter-time.
 T. What time of year was it then ?
 C. It was winter.
 T. When the old hare saw the snow lying on the field, what did she say to her child ?
 C. There will be hunters about to-day.

T. Where did the old hare say she would not go ?
C. She said she would not go out of the forest.
T. Did the old hare forbid the young hare to go out of the forest also ?
C. Yes, she did.
T. When was he forbidden to go out of the forest ?
C. He was forbidden to go out of the forest on that snowy day.
T. Why was he forbidden to go out of the forest ?
C. He was forbidden to go out of the forest because of the hunters.
T. What would the hunter do to the young hare, if he saw him ?
C. If he saw him, he would shoot him dead.
T. Who did not know that the hunter would be in the forest that day ?
C. The young hare did not know it.
T. Who did know it ?
C. The old hare knew it.
T. What sort of man had the young hare most likely never seen ?
C. The young hare had most likely never seen a hunter.
T. But who knew the hunter well ?
C. The old hare knew him well.
T. What does a hunter do when he sees a hare ?
C. A hunter who sees a hare shoots it dead.
T. Who certainly could not know that ?
C. The young hare could not know it.
T. But who knew it well ?
C. The old hare knew it well.
T. What, then, was the young hare not to do that day ?
C. The young hare was not to go out of the forest that day.
T. Who told him not to go out of the forest ?

C. The old hare told him not to go out of the forest.

T. Did the young hare obey his mother?

C. No, he did not obey his mother.

T. What did he do?

C. He disobeyed her.

T. *It is naughty, oh very naughty, when a child does not obey his mother.* Where did the young hare go?

C. The young hare went out into the field.

T. Did he go when his mother was looking at him?

C. No, he did not go when his mother was looking at him.

T. What time did he choose to go?

C. He chose to go when his mother was not looking at him.

T. Where did he go when his mother was not looking at him?

C. He went into the field.

T. What was growing in the field?

C. Cabbage was growing in the field.

T. What colour was the cabbage?

C. The cabbage was green.

T. What sort of cabbage grew in the field?

C. Green cabbage grew in the field.

T. Now I must tell you what little hares like to eat or perhaps you can tell me?

C. Yes, little hares like to eat cabbage.

T. Which of you has seen a cabbage? How high does a cabbage grow? Show me its height with your hands. What are cabbage leaves like?

C. Large and wrinkled.

T. Who like to eat cabbage?

C. People like to eat it.

T. What does your mother often cook for your dinner, Ella?

C. Cabbage.

T. Who bring the cabbages into the town ?
C. Gardeners, vegetable sellers.

T. What may the little hare already have eaten ?
C. The little hare may already have eaten cabbage.

T. What may he have found that it tasted ?
C. He may have found that it tasted good.

T. Where did the young hare go directly ?
C. He went directly to the cabbage.

T. What did he do when he got to it ?
C. He began to eat it.

T. Did he like it ?
C. Yes, he did.

T. How did the young hare sit before the cabbage ?
C. He sat like a little man before the cabbage.

T. How did he sit, that he looked like a little man ?
C. He sat upright on his hind legs.

T. Rabbits are something like hares. Which of you has seen a rabbit ?
C. I have, I have.

T. Rabbits sometimes sit up like men. How do they sit to look so ?
C. They sit upon their hind legs.

T. And how do they hold their front legs ?
C. They hold them up in the air in front of them.

T. Now I should like to know why the young hare sat up before the cabbage like a little man. You have already told me how high cabbages grow. How high ? Show me again. (*Draw the outline of a cabbage on the blackboard.*) The leaves of many plants grow low down on the stem. But where do the leaves of cabbage plants grow ?
C. The leaves of cabbage plants grow up high on the stem.

T. If the young hare had remained standing on all four feet, what could he not have reached ?

C. He could not have reached the leaves.

T. If he could not reach the leaves, what could he not do ?

C. He could not eat them.

T. How did he sit, so as to reach the leaves ?

C. He sat on his hind legs.

T. What could the young hare then reach with his mouth ?

C. He could then reach the leaves with his mouth.

T. And what could he then easily do ?

C. He could then easily eat the cabbage.

T. What part of the cabbage did he eat ?

C. He ate the leaves of the cabbage.

T. How do you think they tasted, Johnnie ?

C. I think they tasted very good.

T. How did the young hare put his ears ?

C. He put them forward and upright.

T. Think to yourselves ; here stands the cabbage plant, and here before it sits the young hare on his hind legs, and puts up his ears and eats. Who came by ?

C. A hunter came by.

T. The hunter did not come walking heavily ; but how did he come ?

C. He came stealing along.

T. When any one comes stealing along, how does he tread ?

C. He treads softly.

T. How did the hunter tread ?

C. The hunter trod softly.

T. Who could not hear him coming ?

C. The hare could not hear him coming.

T. What had the hunter with him ?

C. The hunter had a gun with him.

T. Where was the gun ?

C. The gun was on his back.

T. What did the hunter do when he saw the hare ?

C. When the hunter saw the hare, he stood still.

T. What did he take from his back ?

C. He took his gun from his back.

T. What was he going to do with his gun ?

C. He was going to shoot with his gun.

T. What was he going to shoot ?

C. He was going to shoot the young hare.

T. When a man is going to shoot with a gun, what must he first do to the gun ?

C. He must first load the gun.

T. Do you know what a man puts in his gun when he is going to shoot ?

C. A man puts powder in his gun when he is going to shoot.

T. What else besides powder ?

C. Bullets besides powder.

T. But when a man is going to shoot hares, he loads his gun with a quantity of little leaden balls. Do you know what these little leaden balls are called ?

C. Yes, they are called shot.

T. Did the hunter first load the gun when he saw this young hare ?

C. No ; it was already loaded.

T. Where did he lay his gun ?

C. He laid his gun against his shoulder.

T. What did he not shoot without doing ?

C. He did not shoot without taking aim.

T. What would he not have hit, had he shot without taking aim ?

C. He would not have hit the young hare, had he shot without taking aim.

T. What did he want to shoot ?

C. He wanted to shoot the young hare.
 T. How did he want to shoot him?
 C. He wanted to shoot him dead.
 T. So to shoot the young hare dead the hunter took what?
 C. To shoot the young hare dead the hunter took aim.
 T. At what did he take aim?
 C. He took aim at the young hare.
 T. What did he do next?
 C. He shot.
 T. What sort of noise did he make? Show me.
 C. Puff—bang!
 T. What did his gunshot hit?
 C. His gunshot hit the young hare.
 T. And what happened to the young hare?
 C. He was shot dead.
 T. Who had shot him dead?
 C. The hunter had shot him dead.
 T. Now he could no more sit upright like a little man.
 How was he now to be seen?
 C. Now he was to be seen lying on the ground.
 T. Yes, and how was he lying there?
 C. He was lying there dead.
 T. Who was to blame for the young hare being shot?
 C. The young hare himself was to blame.
 T. Where ought he to have stayed?
 C. He ought to have stayed in the forest.
 T. Whom ought the young hare to have obeyed?
 C. The young hare ought to have obeyed his mother.
 T. When a mother forbids a child to do a thing, what must the child do?
 C. The child must obey her.
 T. What must a child always be?
 C. A child must always be obedient.

T. When your mother says to you, "Harry, to-day you must not go into the street," where must you not go?

C. I must not go into the street.

T. When your mother says to you, "Alice, you are not to play with my scissors," what are you not to do?

C. I am not to play with her scissors.

T. When your mother says to you, "Ned, you must not play with naughty children," what must you not do?

C. I must not play with the naughty children.

T. What was the young hare, since he disobeyed his mother?

C. The young hare was disobedient, since he did not obey his mother.

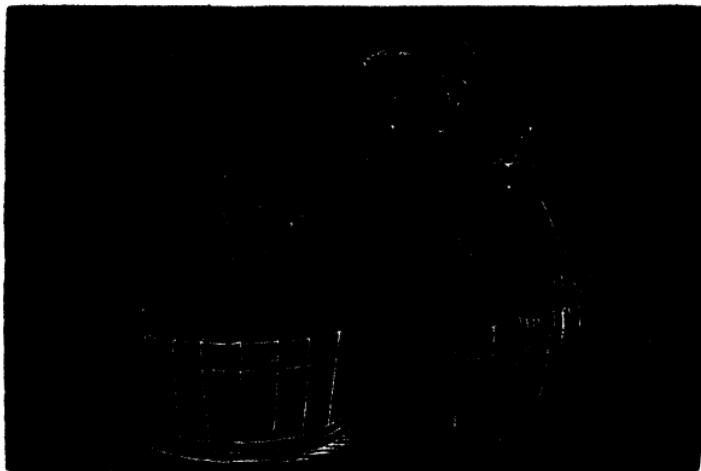
T. What will you be, if you do not obey your fathers and mothers?

C. We shall be disobedient, if we do not obey our fathers and mothers.

T. Would you like to be disobedient children?

C. No, we should not like to be disobedient children.

T. Which of you will tell me the story of the young hare now? Ernest, try to do so. I will help you, if you forget anything. All the rest of the little children shall listen.



2. *GREEDY HETTY.*

T. There was once a little girl called Hetty. This little girl had one sad fault. She was greedy. Whenever she saw anything eatable, she always wanted a bit. If she saw a sugar basin, she would always take a lump of sugar without asking leave. If her mother was making a cake, Hetty always used to steal some of the plums when her mother was not looking. If some meat was roasting before the fire, Hetty would go and pass her hand over it, and then she would lick her hand. That was not at all nice of Hetty. She knew it was wrong. She never did it when her mother was near. Once Hetty's mother sent her into the kitchen. Hetty was to fetch her a spoon. Hetty went. When she got into the kitchen, she peered about everywhere, to see if she could find anything good to eat. First she looked into the cake basket. There was nothing in it. Then Hetty peeped into the oven. There was nothing in the oven either. At last she saw a tub. The tub stood high upon a board, and so Hetty could not see inside it.

"Ha!" thought Hetty, "there must be honey in this tub. I will just dip my finger in, and get a little out. Oh! it will taste so nice."

So Hetty stretched out her hand, and put her fore-finger into the tub.

Hardly had Hetty poked her fore-finger into the tub, when she began to scream terribly. "Ow, ow, ow," she kept screaming.

Why did Hetty scream like that? I will tell you why. In this tub there was no honey, but there were live crabs. Her mother had bought these crabs, and put them into the tub for a little while. The crabs were to be boiled next day.

When Hetty put her finger into the tub, one of these crabs had nipped her finger with his claw. Oh, how it hurt the little girl! Hetty shook her finger hard, but the crab would not let her finger go. Hetty's mother heard her shrieks and screams. She ran into the kitchen to see what was the matter.

There stood Hetty, holding up her hand, with the crab clinging to her finger. "Ow, ow" screamed Hetty, louder than ever.

Hetty's mother made the crab let the little girl's finger go, but she scolded Hetty very much for being so greedy. Hetty was *so* ashamed. From that time to this Hetty has never been greedy; she has only eaten at proper times, and when her mother gave her leave to do so.

What was the little girl called, about whom I have been telling you?

C. The little girl about whom you have been telling was called Hetty.

T. Hetty was not a very good girl. What had *she*?

C. She had a fault.

T. What fault had *she*?

C. She was greedy. •

T. When she saw anything eatable, what did she want ?

C. She always wanted a bit of it.

T. What did she do when she saw the sugar basin ?

C. She always took a lump of sugar out of the sugar basin, when she saw it.

T. Did she ask her mother's leave to do this ?

C. No, she did not ask her mother's leave.

T. When her mother was making a cake, what did Hetty do ?

C. She always stole some of the plums.

T. When did Hetty steal the plums ?

C. Hetty stole them when her mother was not looking.

T. What did Hetty do when meat was roasting before the fire ?

C. When meat was roasting before the fire, Hetty would go and pass her hand over it.

T. What did she then do to her hand ?

C. She licked her hand.

T. Was that nice of Hetty ?

C. No, it was not nice.

T. Did she do it when her mother was by ?

C. No, she did not do it then.

T. Do you think she did it when any one was by ?

C. No, she did not do it when any one was by.

T. We may say, then, that Hetty was greedy in secret
What may we say about Hetty ?

C. We may say that Hetty was greedy in secret.

T. Was it nice of Hetty to be greedy in secret ?

C. No, it was not nice of her.

T. What was Hetty not ?

C. Hetty was not a good child.

T. Where did Hetty's mother send her ?

C. Hetty's mother sent her into the kitchen.

T. Who sent the little girl into the kitchen ?
 C. Her mother sent her into the kitchen.
 T. What did Hetty's mother send her to the kitchen for ?
 C. Hetty's mother sent her into the kitchen to fetch a spoon.

T. Where did Hetty go, then ?
 C. Hetty went into the kitchen.
 T. What was she sent into the kitchen for ?
 C. She was sent into the kitchen to fetch a spoon.
 T. What did Hetty do when she got into the kitchen ?
 C. Hetty peered round.

T. Of course Hetty peered round to look for a spoon.
 C. No, Hetty did not look for a spoon.
 T. For what did Hetty peer round ?
 C. Hetty peered round to see if there was anything to eat.

T. Where did Hetty look first ?
 C. Hetty looked first into the cake basket.
 T. What did she hope to find in the cake basket ?
 C. She hoped to find cakes in the cake basket.
 T. What sort of cakes did Hetty hope to find there ?
 C. Hetty hoped to find plum cake, or sponge cake, or gingerbread cake there.

T. What would Hetty have done, had she found plum cake, or gingerbread cake, or sponge cake, in the basket ?
 C. Hetty would have eaten a piece of the plum cake, or gingerbread cake, or sponge cake, had she found any in the basket.

T. Did Hetty find any cakes in the basket ?
 C. No, she found no cakes there.
 T. So what could not Hetty do ?
 C. Hetty could not eat any.
 T. Where did Hetty next peep ?
 C. Hetty next peeped into the oven.

T. What did Hetty expect to find in the oven?
C. Hetty expected to find tartlets, or biscuits, or turnovers, in the oven.

T. If there had been any of these things, what would Hetty have done?
C. If there had been any of these things, Hetty would have eaten some of them.

T. What could Hetty not do?
C. Hetty could not eat.

T. For what was in the oven?
C. Nothing was in the oven.

T. What was the oven?
C. The oven was empty.

T. What did Hetty see at last?
C. Hetty saw a tub at last.

T. Where did the tub stand?
C. The tub stood on a board.

T. How did the tub stand?
C. The tub stood high.

T. Into what could Hetty not see?
C. Hetty could not see into the tub.

T. And what was Hetty, as I have called her a little girl?
C. Hetty was little.

T. What could Hetty have done, had she been bigger?
C. Hetty could have seen into the tub, if she had been bigger.

T. As Hetty could not see inside the tub, what could she not know?
C. As Hetty could not see inside the tub, she could not know what was in it.

T. What did the little girl think was in the tub?
C. The little girl thought there was honey in the tub.

T. Did she feel certain there was honey in the tub?
C. Yes, she did feel certain.

T. What did Hetty say she would dip into the tub ?
 C. Hetty said she would dip her finger into the tub.
 T. What did she say she would thus get out of the tub ?
 C. She said she would get a little honey out of it.
 T. How did Hetty think the honey would taste ?
 C. Hetty thought the honey would taste nice.
 T. What taste has honey ?
 C. Honey has a sweet taste.
 T. Which of you has tasted honey ?
 C. I have.
 T. Did you like it, Rosa ?
 C. Yes, I did.
 T. What did Hetty do next, then ?
 C. Hetty next put her fore-finger into the tub.
 T. What did she think she was going to dip it into ?
 C. She thought she was going to dip it into honey.
 T. What would Hetty's finger be covered with, if there was honey in the tub ?
 C. Hetty's fingers would be covered with honey if there was honey in the tub.
 T. What was Hetty going to do with the honey she hoped to have on the finger ?
 C. Hetty was going to eat the honey she hoped to find on her finger.
 T. Where must Hetty have put her finger, in order to eat the honey off it ?
 C. Hetty must have put it in her mouth.
 T. What must Hetty have put in her mouth ?
 C. Hetty must have put her finger in her mouth.
 T. And how would that have looked ?
 C. That would have looked very bad.
 T. What must you never put in your mouth, Tom, when you eat ?
 C. I must never put my finger in my mouth.

T. Did Hetty find any honey ?
C. No, she did not.
T. There was no what in the tub ?
C. There was no honey in the tub.
T. What were there in the tub ?
C. There were some crabs in the tub.
T. What sort of crabs were there in the tub ? dead
crabs ?
C. No ; live crabs were in the tub.
T. How did the crabs get into the tub ?
C. Hetty's mother had put them there.
T. How had Hetty's mother got the crabs ?
C. Hetty's mother had bought the crabs.
T. What was she going to do with them ?
C. She was going to boil them.
T. When was she going to boil them ?
C. She was going to boil them next day.
T. What is done with boiled crabs ?
C. Boiled crabs are eaten.
T. What did a crab do, as soon as Hetty put her fore-
finger into the tub ?
C. As soon as Hetty put her fore-finger into the tub, a
crab nipped it.
T. With what did a crab nip Hetty's fore-finger ?
C. The crab nipped Hetty's fore-finger with its claw.
T. What have crabs on their two fore-feet ?
C. Crabs have claws on their two fore-feet.
T. How many claws have crabs on their fore-feet ?
C. Crabs have one claw on each fore foot.
T. And as they have two front feet, how many claws
have crabs ?
C. Crabs have two claws.
T. What can a crab do with its claws ?
C. A crab can nip things with its claws.

T. What does a crab's claw do to you, if it nips any part of you, Annie?

C. It hurts me.

T. What do you feel in the place where the crab's claw nips you?

C. I feel pain in the place where the crab's claw nips me.

T. What did Hetty feel in her finger when the crab nipped it?

C. Hetty felt pain in her finger.

T. What did she do?

C. She screamed, "Ow, ow, ow."

T. Had Hetty expected a crab to nip her finger?

C. No, Hetty had not expected that.

T. When anything we do not expect happens to us, we are sometimes frightened. Do you think Hetty was frightened, Harriet?

C. Yes, I do.

T. Why should she be frightened, Jenny?

C. Because she felt her finger nipped.

T. What did the little girl do with her finger?

C. The little girl shook her finger.

T. What for?

C. To shake the crab off it.

T. What did Hetty think the crab would do, if she shook her finger hard?

C. Hetty thought the crab would let her finger go, if she shook her finger hard.

T. Did the crab let Hetty's finger go?

C. No, it did not.

T. What must the crab have done, so as not to be shaken off Hetty's finger?

C. The crab must have held on to Hetty's finger all the tighter.

T. Who heard Hetty's shrieks ?
C. Hetty's mother heard her shrieks.

T. Where did Hetty's mother hasten ?
C. Hetty's mother hastened into the kitchen.

T. How was the little girl holding her hand when her mother came in ?
C. Hetty was holding her finger in the air.

T. And what did Hetty do when she saw her mother ?
C. Hetty screamed louder when she saw her mother.

T. What did Hetty's mother see hanging on to her finger ?
C. Hetty's mother saw a crab hanging on to her finger.

T. And what did the mother do at once ?
C. The mother made the crab let Hetty's finger go.

T. And now do you think Hetty's mother praised her for having put her finger in the tub, Susie ?
C. No, I do not think Hetty's mother praised her.

T. What did Hetty's mother do ?
C. Hetty's mother scolded her.

T. What did Hetty's mother scold her for ?
C. Hetty's mother scolded her for having put her finger in the tub.

T. What did I tell you Hetty felt when her mother scolded her ?
C. You told us Hetty was so ashamed of herself.

T. Why was she ashamed of herself ?
C. She was ashamed of being scolded.

T. Whom did Hetty wish to hide her greedy ways from ?
C. Hetty wished to hide her greedy ways from her mother.

T. I know something else which made Hetty ashamed of herself. What did Hetty feel in her finger ?
C. Hetty felt pain in her finger.

T. Whose fault was that ?
C. That was Hetty's own fault.

T. Hetty would have had no pain in her finger, unless she had been what?

C. Hetty would have had no pain in her finger, unless she had been greedy.

T. Hetty's greediness shocks me; but at the end of my story I had something to tell you about the little girl which pleased me. What was Hetty's fault?

C. Hetty's fault was greediness.

T. What had Hetty often been?

C. Hetty had often been greedy.

T. What did she determine not to be again, after this?

C. She determined not to be greedy any more.

T. Are not you pleased to hear this, children?

C. Yes, we are.

T. I know an animal that lives in a sty, which is greedy. What animal do I mean?

C. You mean a pig.

T. What are pigs?

C. Pigs are greedy.

T. Do you know what people sometimes call greedy children?

C. People sometimes call them greedy pigs.

T. Do you think it is pleasant to be called a greedy pig, Edwin?

C. Oh, no, it is not.

T. What will none of you be?

C. We will none of us be greedy pigs.

T. Now, Lottie, will you try and tell me the story of the greedy little girl by yourself?

